

GIPS BOE Regular Meeting  
Thursday, August 14, 2025 5:30 PM  
Kneale Administration Building - Board Room

1. CALL TO ORDER  
**Speaker(s):** Board President
2. ROLL CALL  
**Speaker(s):** Mrs. Angela Dibbert
3. CONSENT AGENDA  
**Speaker(s):** Board President
  - 3.1. Minutes from the previous month's meeting
  - 3.2. Acceptance of Agendas From Standing Committees
  - 3.3. Claims as submitted
  - 3.4. Staff Adjustments as submitted
  - 3.5. Policy
    - 3.5.1. 4441 PROCUREMENT POLICY - SCHOOL FOOD AUTHORITIES
  - 3.6. MOU, Agreements, and Contracts Renewals
    - 3.6.1. State Grant Awards with Hall County Juvenile Services
    - 3.6.2. Huddle Up Contract
    - 3.6.3. Letter of Intent NDE - Journey to Inclusion FY25-26
  - 3.7. Treasurer's Report as submitted
  - 3.8. Surplus Property Listing
  - 3.9. Change Orders as Documented
  - 3.10. Approval of Agenda as submitted
4. SPECIAL RECOGNITION
  - 4.1. AP Recognition for high school level students from 2024-25 AP Testing  
**Speaker(s):** Mrs. Opal Bentley, Julie Markvicka
5. REQUESTS TO ADDRESS THE BOARD  
**Speaker(s):** Board President
6. INFORMATION ITEMS
  - 6.1. Summer Programs  
**Speaker(s):** Dr. Summer Stephens
  - 6.2. 2025-2026 Student Handbook  
**Speaker(s):** Dr. Summer Stephens
  - 6.3. Neb. Rev. Stat. § 79-3405 - Property Tax Authority Resolution  
**Speaker(s):** Mr. Virgil Harden
  - 6.4. Policy
    - 6.4.1. 6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT, AND PERSONAL EMERGENCY  
**Speaker(s):** Mr. Matt Fisher
    - 6.4.2. 6332 CERTIFIED STAFF LEAVE OF ABSENCE WITHOUT PAY  
**Speaker(s):** Mr. Matt Fisher
    - 6.4.3. 6333 CERTIFIED AND CLASSIFIED WORKERS' COMPENSATION  
**Speaker(s):** Mr. Matt Fisher

6.4.4. 6334 STAFF LEAVE OF ABSENCE WITHOUT PAY -  
ADDITIONAL PROVISIONS FOR COMPLIANCE WITH THE FAMILY  
AND MEDICAL LEAVE ACT (FMLA)

**Speaker(s):** Mr. Matt Fisher

6.4.5. 6335 INJURY LEAVE

**Speaker(s):** Mr. Matt Fisher

6.4.6. 6337 CERTIFIED STAFF ACADEMIC STUDY

**Speaker(s):** Mr. Matt Fisher

## 7. ACTION ITEMS

7.1. Transportation Routes for 2025-26 school year

**Speaker(s):** Mr. Virgil Harden

7.2. Neb. Rev. Stat. § 79-3405 - Property Tax Authority Resolution

**Speaker(s):** Mr. Virgil Harden

7.3. Policy

**Speaker(s):** Mr. Matt Fisher

7.3.1. 1310 NONDISCRIMINATION

**Speaker(s):** Mr. Matt Fisher

7.3.2. 1311 BULLYING AND HARASSMENT

**Speaker(s):** Mr. Matt Fisher

7.3.3. 4417 CAPITAL ASSET MANAGEMENT

**Speaker(s):** Mr. Matt Fisher

7.3.4. 5321 SAFE DRIVING RECORD STANDARD FOR DRIVERS

**Speaker(s):** Mr. Matt Fisher

7.3.5. 5330 FOSTER CARE STUDENT TRANSPORTATION

**Speaker(s):** Mr. Matt Fisher

7.3.6. 6215 BULLYING AND HARASSMENT (Staff)

**Speaker(s):** Mr. Matt Fisher

7.3.7. 6233 DRUG FREE SCHOOL AND COMMUNITY (Staff)

**Speaker(s):** Mr. Matt Fisher

7.3.8. 7460 PROGRAMS FOR GIFTED LEARNERS

**Speaker(s):** Mr. Matt Fisher

7.3.9. 8220 ADMISSION OF RESIDENT STUDENTS

**Speaker(s):** Mr. Matt Fisher

7.3.10. 8340 PART TIME ENROLLMENT

**Speaker(s):** Mr. Matt Fisher

7.3.11. 8430 STUDENT APPEARANCE DRESS CODE AND GROOMING

**Speaker(s):** Mr. Matt Fisher

7.3.12. 8450 STUDENT DISCIPLINE

**Speaker(s):** Mr. Matt Fisher

7.3.13. 8452 BEHAVIORAL INTERVENTION & CLASSROOM  
MANAGEMENT

**Speaker(s):** Mr. Matt Fisher

7.3.14. 8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

**Speaker(s):** Mr. Matt Fisher

7.4. 2025-2026 Student Handbook

**Speaker(s):** Dr. Summer Stephens

8. REPORTS

8.1. Grand Island Public Schools Foundation Report

**Speaker(s):** Mrs. Lisa Albers

8.2. Superintendent Report

**Speaker(s):** Mr. Matt Fisher

9. EXECUTIVE SESSION FOR THE PURPOSE OF REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

10. RECONVENE FROM EXECUTIVE SESSION

11. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

12. NOTIFICATION OF UPCOMING BOARD MEETINGS

13. ADJOURNMENT

## AFFIDAVIT OF PUBLICATION

**Grand Island Independent**  
**422 West 1s St, Grand Island, NE 68801**  
**(308) 382-1000**

State of Florida, County of Orange, ss:

I, Anjana Bhadoriya, of lawful age, being duly sworn upon oath depose and say that I am an agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Grand Island Independent, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, that said newspaper has a bonafied circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

**Publication Dates:**

- Aug 5, 2025

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**Notice Name:** GIPS Regular Board Mtg. - August 14, 2025

**Publication Fee:** \$9.20

*Anjana Bhadoriya*

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Agent

**VERIFICATION**

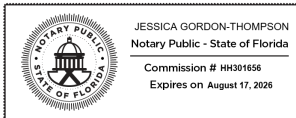
State of Florida  
County of Orange

Signed or attested before me on this: 08/06/2025



\_\_\_\_\_  
Notary Public

Notarized remotely online using communication technology via Proof.



**NOTICE OF REGULAR BOARD MEETING HALL COUNTY SCHOOL DISTRICT 2 GRAND ISLAND, NEBRASKA**

Notice is hereby given that a meeting of the Board of Education of Hall County School District 2, Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, August 14, 2025, at 5:30 p.m., at the Kneale Administration Building, 123 S Webb Road, Grand Island, Nebraska, where the meeting will be open to the public. An agenda for such a meeting, kept continuously current, is available for inspection at the Office of the Superintendent or on the GIPS Website.

Dr. Summer E. Stephens, Board Secretary  
August 5, 2025  
COL-NE-13001846 ZNEZ

## **Public Hearing Meeting of the Grand Island Public Schools Board of Education**

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Hank McFarland in open and public session on Thursday, July 10, 2025 at 5:30 p.m. at the Kneale Administration Building - Board Room, 123 S Webb Rd, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### **ROLL CALL:**

Attendance Taken at 5:30 p.m.

Lisa Albers:	Present
Carlos Barcenas:	Present
Donna Douglass:	Present
Eric Garcia-Mendez:	Present
Tracy Goodman:	Present
Joshua Hawley:	Present
Hank McFarland:	Present
Josh Sikes:	Present
Amanda Wilson:	Present

### **AGENDA**

#### **1. CALL TO ORDER**

The meeting was called to order at 5:30 p.m.

#### **2. ROLL CALL**

#### **3. REQUESTS TO ADDRESS THE BOARD**

None.

#### **4. POLICY REVIEW FOR PUBLIC INPUT**

##### **4.1. Public Input on Policy 8820 Student Fees**

##### **4.2. Public Input on Policy 9110 Parental Access to Educational Practices**

#### **5. ADJOURNMENT**

All business having been completed, the hearing was adjourned at 5:33 p.m.

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Angela A. Dibbert, Recording Secretary

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Dr. Summer E. Stephens, Secretary to the Board

## **Regular Meeting of the Grand Island Public Schools Board of Education**

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Hank McFarland in open and public session on Thursday, July 10, 2025 at 5:33 p.m. at the Kneale Administration Building - Board Room, 123 S Webb Rd, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### **ROLL CALL:**

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Lisa Albers:	Present
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Donna Douglass:	Present
Eric Garcia-Mendez:	Present
Tracy Goodman:	Present
Joshua Hawley:	Present
Hank McFarland:	Present
Josh Sikes:	Present
Amanda Wilson:	Present

### **AGENDA**

#### **1. CALL TO ORDER**

The meeting was called to order at 5:33 p.m.

#### **2. ROLL CALL**

#### **3. CONSENT AGENDA**

##### **3.1. Minutes from the previous month's meeting**

##### **3.2. Acceptance of Agendas From Standing Committees**

###### **Finance and Facilities Committee**

Next Meeting Date: August 5, 2025 at 7:30 a.m.

###### **Leading for Learning Committee**

Next Meeting Date: August 12, 2025 at 4:00 p.m.

###### **Personnel Committee**

Next Meeting Date: August 1, 2025 at 8:15 a.m.

###### **Policy Committee**

Next Meeting Date: August 11, 2025 at 4:30 p.m.

###### **Public Relations and Partnership Development Committee**

Next Meeting Date: August 13, 2025 at 8:00 a.m.

###### **Governance Committee**

Next Meeting Date: August 6, 2025 at 12:00 p.m.

###### **GNSA/Legislative Committee**

Next Meeting Date: None

##### **3.3. Claims as submitted**

### **3.4. Bid Proposals as submitted**

### **3.5. Staff Adjustments as submitted**

### **3.6. Policy**

#### **3.6.1. 6312 STAFF WAGE INFORMATION**

#### **3.6.2. 6325 CERTIFIED STAFF MILITARY SERVICE LEAVE AND CREDIT FOR EXPERIENCE**

#### **3.6.3. 6328 CLASSIFIED STAFF BEREAVEMENT LEAVE**

#### **3.6.4. 6329 CLASSIFIED STAFF PERSONAL ILLNESS LEAVE**

#### **3.6.5. 6330 CLASSIFIED STAFF VACATIONS, HOLIDAYS, AND FLOATING HOLIDAY LEAVE**

### **3.7. Treasurer's Report as submitted**

### **3.8. Change Orders as Documented**

### **3.9. Approval of Agenda as submitted**

Approve the agenda as submitted. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

## **4. REQUESTS TO ADDRESS THE BOARD**

None.

## **5. INFORMATION ITEMS**

### **5.1. CEP (Community Eligibility Provisions) results for the 2024-2025 school year**

Mr. Harden and Mr. Garcia presented the CEP (Community Eligibility Provisions) results for the 2024-2025 school year.

### **5.2. Staff Handbooks**

Dr. Kolar presented the Staff Handbooks for GIPS classified and certified employees, defining policies and procedures to ensure consistent application throughout the district.

### **5.3. Staff Training Requirements**

Dr. Kolar presented the Staff Training Requirements.

### **5.4. 2025-2026 Student Handbook**

Dr. Stephens presented the 2025-2026 Student Handbook changes.

### **5.5. Policy**

#### **5.5.1. 1310 NONDISCRIMINATION**

Mr. Fisher presented policy 1310 Nondiscrimination.

#### **5.5.2. 1311 BULLYING AND HARASSMENT**

Mr. Fisher presented policy 1311 Bullying and Harassment.

### **5.5.3. 4417 CAPITAL ASSET MANAGEMENT**

Mr. Fisher presented policy 4417 Capital Asset Management.

### **5.5.4. 4441 PROCUREMENT POLICY - SCHOOL FOOD AUTHORITIES**

Mr. Fisher presented policy 4441 Procurement Policy - School Food Authorities.

### **5.5.5. 5321 SAFE DRIVING RECORD STANDARD FOR DRIVERS**

Mr. Fisher presented policy 5321 Safe Driving Record Standard for Drivers.

### **5.5.6. 5330 FOSTER CARE STUDENT TRANSPORTATION**

Mr. Fisher presented policy 5330 Foster Care Student Transportation.

### **5.5.7. 6215 BULLYING AND HARASSMENT (Staff)**

Mr. Fisher presented policy 6215 Bullying and Harassment (Staff).

### **5.5.8. 6233 DRUG FREE SCHOOL AND COMMUNITY (Staff)**

Mr. Fisher presented policy 6233 Drug Free School and Community (Staff).

### **5.5.9. 7460 PROGRAMS FOR GIFTED LEARNERS**

Mr. Fisher presented policy 7460 Programs for Gifted Learners.

### **5.5.10. 8220 ADMISSION OF RESIDENT STUDENTS**

Mr. Fisher presented policy 8220 Admission of Resident Students.

### **5.5.11. 8340 PART TIME ENROLLMENT**

Mr. Fisher presented policy. 8340 Part Time Enrollment.

### **5.5.12. 8450 STUDENT DISCIPLINE**

Mr. Fisher presented policy 8450 Student Discipline.

### **5.5.13. 8452 BEHAVIORAL INTERVENTION & CLASSROOM MANAGEMENT**

Mr. Fisher presented policy 8452 Behavioral Intervention & Classroom Management.

### **5.5.14. 8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES**

Mr. Fisher presented policy 8650 Participation in Extra-Curricular Activities.

### **5.5.15. 9110 PARENTAL ACCESS TO EDUCATIONAL PRACTICES**

Mr. Fisher presented policy 9110 Parental Access to Educational Practices.

## **6. ACTION ITEMS**

### **6.1. Extra Standard**

Approve the Extra Standard Schedule as presented. Passed with a motion by Carlos Barcenas and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.2. Staff Handbooks**

Move to approve the classified and certified handbooks as presented. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy

Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.3. Staff Training Requirements**

Move to approve the approved staff training requirements resolution as read. Passed with a motion by Carlos Barcenas and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.4. 2025-2026 Student Handbook**

Move to approve the 2025-2026 Student Handbook as presented. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.5. 6461 REDUCTION IN FORCE**

Approve policy 6461 Reduction in Force as presented. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.6. 8430 STUDENT APPEARANCE DRESS CODE AND GROOMING**

Motion to table policy 8430 Student Appearance until a later date. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.7. 8511 PHYSICAL EXAMINATIONS AND IMMUNIZATIONS FOR STUDENTS**

Approve policy 8511 Physical Examinations and Immunizations for Students as modified. Passed with a motion by Carlos Barcenas and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.8. 9110 PARENTAL ACCESS TO EDUCATIONAL PRACTICES**

Move to approve Policy 9110 as presented. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

## **7. REPORTS**

### **7.1. Grand Island Public Schools Foundation Report**

Mrs. Albers reported for the GIPS Foundation.

**7.2. Superintendent Report**

Mr. Fisher presented the superintendent report.

**8. NOTIFICATION OF UPCOMING BOARD MEETINGS**

Regular Board of Education Meeting - Thursday, August 14, 2025.

**9. ADJOURNMENT**

All business having been completed, the meeting was adjourned at 7:26 p.m.

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Angela A. Dibbert, Recording Secretary

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Dr. Summer E. Stephens, Secretary to the Board

# Kneale Administration Building

TO: Facilities & Finance Committee Members  
From: Mr. Petsch, Mrs. Ryan, & Mr. Harden  
RE: **Meeting Tuesday, August 5, 2025 @ 7:30 AM via Zoom**



Virgil D. Harden, MBA, SFO  
Chief Financial Officer  
123 S Webb Rd  
PO Box 4904  
Grand Island, NE 68802-4904

Phone (308) 385-5900 x 201144  
Fax: (308) 385-5949  
Email: [vharden@gips.org](mailto:vharden@gips.org)  
Web: [gips.org](http://gips.org)

## NEW BUSINESS:

1. Activity Fund Claims List - Virg
2. Community Redevelopment Authority & Regional Planning - Virg
3. Request for Proposals - None
4. Nutrition Services Update – Oscar Garcia
5. Information Technology Update – Cory Gearhart
6. Review of Depreciation, Special Building, and General Fund, and Payroll – Virg
7. Federal Programs Financial Report – Virg
8. MOU, LOA, Contracts, Leases, Etc. – Dr. Stephens
  - Hall County Juvenile Justice Grant
  - Huddle Up
  - NDE – Journey to Inclusion
9. Change Orders – Dan
10. Interest Income to the GIPS Foundation – Virg
11. GIPS 403b & 457b Plan Changes – Virg
12. Chief Construction Planning – Matt, Dan, Virg
13. Surplus Property – Dan
14. Transportation Routes FY 25-26 – Virg.
15. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: **Tuesday, September 2, 2025, at 7:30 A.M.**

*Dan, Gabby, & Virg review agenda items for BOE meeting.*



BOE Policy Committee Meeting – August 11, 2025 – 4:30pm – Mr. Fisher’s Office

1. **Review Notes from July 7, 2025 – 1.1.**
2. **Review Agenda for changes or additions – 2.1.**
3. **NEXT MEETING:**  
**Monday, September 8 – 4:30pm – Mr. Fisher’s Office**

**4. Policy as Information @ August 14, 2025, BoE Meeting**

6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT, AND PERSONAL EMERGENCY: [Proposed Policy 6331](#)

6332 CERTIFIED STAFF LEAVE OF ABSENCE WITHOUT PAY: [Proposed Policy 6332](#)

6333 CERTIFIED AND CLASSIFIED WORKERS' COMPENSATION: [Proposed Policy 6333](#)

6334 STAFF LEAVE OF ABSENCE WITHOUT PAY - ADDITIONAL PROVISIONS FOR COMPLIANCE WITH THE FAMILY AND MEDICAL LEAVE ACT (FMLA): [Proposed Policy 6334](#)

6335 INJURY LEAVE: [Proposed Policy 6335](#)

6337 CERTIFIED STAFF ACADEMIC STUDY: [Proposed Policy 6337](#)

**5. Policy on Final Read in Consent @ August 14, 2025, BoE Meeting**

4417 CAPITAL ASSET MANAGEMENT: [Proposed Policy 4417](#)

4441 PROCUREMENT POLICY – SCHOOL FOOD AUTHORITIES: [Proposed Policy 4441](#)

5321 SAFE DRIVING RECORD STANDARD FOR DRIVERS: [Proposed Policy 5321](#)

5330 FOSTER CARE STUDENT TRANSPORTATION: [Proposed Policy 5330](#)

7460 PROGRAMS FOR GIFTED LEARNERS: [Proposed Policy 7460](#)

8220 ADMISSION OF RESIDENT STUDENTS: [Proposed Policy 8220](#)

8340 PART TIME ENROLLMENT: [Proposed Policy 8340](#)

8450 STUDENT DISCIPLINE: [Proposed Policy 8450](#)

8452 BEHAVIORAL INTERVENTION & CLASSROOM MANAGEMENT: [Proposed Policy 8452](#)

8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES: [Proposed Policy 8650](#)

9110 PARENTAL ACCESS TO EDUCATIONAL PRACTICES: [Proposed Policy 9110](#)

**6. Policy on Final Read as Action @ August 14, 2025, BoE Meeting**

**Proposed changes to Student Handbook!**

1310 NONDISCRIMINATION: [Proposed Policy 1310](#)

1311 BULLYING AND HARASSMENT: [Proposed Policy 1311](#)

6215 BULLYING AND HARASSMENT (Staff): [Proposed Policy 6215](#)

6233 DRUG FREE SCHOOL AND COMMUNITY (Staff): [Proposed Policy 6233](#)

8430 STUDENT APPEARANCE: [Proposed Policy 8430](#)

**7. Policy for review:**

8463 USE OF SECURITY CAMERAS - [District Use of Security Cameras](#)

**8. Policy Questions and Discussion:**

**9. Moved to Board Governance Committee:**

**10. Working on:**

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101468	Amazon Cap Services Inc	Supplies	\$109.91
101469	Central Nebraska Refrigeration	Repairs	\$6,655.20
101470	Mid-Nebraska Disposal Inc	Utility	\$353.70
101471	Olga Alcantar	Supplies	\$50.00
101472	Pan-O-Gold Baking	Bread	\$2,473.20
101473	US Foods - Grand Island	Food	\$3,757.91
101474	Ace Hardware	Supplies	\$37.96
101475	Advanced Water Company Inc	Supplies	\$211.87
101476	Alexandra Tjaden	Mileage	\$107.11
101477	Amplify Education Inc	Books	\$8,618.43
101478	Anderson Ford Lincoln Mercury	Repairs	\$233.05
101479	B2 Environmental Inc	Buildings	\$1,275.00
101480	BG Peterson Co	Supplies	\$399.64
101481	Blanca Aguilar	Technical Services	\$230.00
101482	Blick Art Materials	Supplies	\$15,953.82
101483	Brian Kort	Employee Training	\$307.80
101484	Chadron State College	Employee Training	\$6,564.00
101485	Communications Engineering	Services	\$23,334.00
101486	Grand Island Utilities Dept	Electricity	\$15,025.47
101487	Holiday Express	Student Trans	\$1,350.00
101488	Interstate All Battery Center	Supplies	\$552.30
101489	Johanna Parten	Mileage	\$147.14
101490	Johnson Hardware	Supplies	\$243.00
101491	Joseph Blake West	Mileage	\$52.01
101492	Kankakee Spikeball Inc	Supplies	\$39.98
101493	Kristen Laurent	Technical Services	\$248.83
101494	Learning Forward Nebraska	Employee Training	\$145.00
101495	Lee H Jacobsen	Employee Training	\$354.00
101496	Lisa Albers	Mileage	\$64.12
101497	Tarjimly	Professional Services	\$1,561.95
101498	The Home Depot Pro	Custodial Materials	\$9,556.49
101499	The Toolbox Project PBLLC	Supplies	\$818.40
101500	The Violin Shop in Lincoln Inc	Supplies	\$1,473.92
101501	Titan Machinery Inc	Supplies	\$1,665.44
101502	Underwood Distributing Co	Supplies	\$1,904.25
101503	UniFirst Corporation	Technical Services	\$318.87
101504	Village Cleaners	Technical Services	\$393.42
101505	Voyager Sopris Learning Inc	Books	\$1,402.50
101506	Wards Natural Science	Supplies	\$27.65
101507	Wayne State College	Misc.	\$50.00
101508	Wesley Tjaden	Employee Training	\$340.00
101509	Western Psychological Services	Supplies	\$569.08
101510	Wex Bank	Fuels	\$828.16
101511	Wex Bank	Fuels	\$665.48
101512	Wex Bank	Fuels	\$2,683.23
101513	Wex Bank	Fuels	\$557.78
101514	Winsupply of Grand Island	Supplies	\$3,810.21
101515	Woodwards Disposal Service Inc	Utility	\$350.00
101516	Hiland Dairy Foods Company LLC	Food - Milk	\$597.85
101517	Nebraska School Nutrition Assn	Dues & Fees	\$325.00

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101518	Ruth Abigail Hormachea	Mileage	\$71.68
101519	Amazon Cap Services Inc	Supplies	\$19,443.64
101520	Audrey Lea Scott	Mileage	\$28.21
101521	Century Link	Telecommunications	\$217.15
101522	Clearly Communications	Telecommunications	\$1,056.68
101523	Danielle Ryan	Mileage	\$37.24
101524	Gregory L Schlegel	Employee Training	\$301.00
101525	Hayley Stein	Mileage	\$65.66
101526	Jaqueline Osborne	Mileage	\$19.11
101527	Maribel Ramos	Technical Services	\$470.00
101528	Matheson Tri Gas Inc	Supplies	\$706.16
101529	MC Dean	Technical Services	\$2,816.00
101530	Megan Seim	Technical Services	\$187.11
101531	Megan Stone	Employee Training	\$301.00
101532	Menards	Supplies	\$1,303.13
101533	Mid-Nebraska Disposal Inc	Utility	\$9,020.44
101534	Middleton Electric Inc	Equipment	\$16,950.00
101535	Midwest Alarm Services	Technical Services	\$997.50
101536	Midwest Connect LLC	Communications	\$5,469.20
101537	Mitchell Miller	Employee Training	\$55.40
101538	Monoprice Inc	Technology Supplies	\$44.98
101539	Mosley Consulting LLC	Professional Services	\$2,885.00
101540	NanoPac Inc	Technology Supplies	\$6,538.40
101541	Naomi Ristvedt	Technical Services	\$395.51
101542	Nebraska Assoc of Curriculum	Dues & Fees	\$120.00
101543	Nebraska Association Of School Boards	Employee Training	\$370.00
101544	Nebraska Council of School Administrator	Employee Training	\$300.00
101545	Nebraska Fire Sprinkler Corp	Technical Services	\$2,500.00
101546	Northwestern Energy	Utility Energy Services	\$10.42
101547	O Neill Wood Resources	Utility	\$20.00
101548	O Reilly Auto Parts	Supplies	\$22.57
101549	Office Depot	Supplies	\$109.09
101550	Panorama Education Inc	Software	\$15,750.00
101551	Paper Tiger Shredding Inc	Utility	\$300.00
101552	Pasco Scientific	Supplies	\$133.00
101553	Pearson Clinical Assessment	Software	\$17,246.15
101554	Perform Better	Supplies	\$2,137.45
101555	Perry Guthery Haase & Gessford PC	Legal Services	\$1,774.00
101556	Platte Valley Communications	Supplies	\$212.25
101557	Policy Studies Associates Inc	Professional Services	\$40,326.00
101558	Pomp's Tire Service Inc	Repairs	\$655.92
101559	Popplers Music Store	Supplies	\$1,226.95
101560	Pro-Ed	Books	\$981.20
101561	Quill Corporation	Supplies	\$309.05
101562	Really Good Stuff Inc	Supplies	\$461.13
101563	Rentokil North America Inc	Technical Services	\$1,781.59
101564	Road to Awesome LLC	Professional Services	\$6,000.00
101565	Roberts Pump & Supply Co	Supplies	\$320.76
101566	Rooted Books and Gifts LLC	Books	\$4,103.60
101567	Sapp Bros Inc	Supplies	\$1,610.19

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101568	Scholastic Book Clubs Inc	Books	\$4,376.43
101569	School Health Corporation	Supplies	\$7.64
101570	School Mate	Supplies	\$2,125.75
101571	School Specialty Inc	Supplies	\$63.10
101572	Solution Tree LLC	Employee Training	\$7,100.00
101573	Sourcewell	Software	\$15,350.00
101574	State Glass Inc	Supplies	\$24,109.10
101575	Verizon Connect Fleet USA L	Repairs	\$1,632.95
101576	Vianey Sotelo	Mileage	\$125.58
101577	Border States Industries Inc	Custodial Materials	\$19,987.89
101578	Bosselman Energy Inc	Supplies	\$69.87
101579	Capital Business Systems Inc	Technical Services	\$318.00
101580	Cline Williams Wright Johnson	Legal Services	\$1,535.00
101581	College Board Publications	Supplies	\$35,895.00
101582	Communications Engineering	Equipment	\$6,725.67
101583	Construction Rental	Supplies	\$1,274.76
101584	Copycat Instant Printing	Supplies	\$755.94
101585	Creative Cabinets Inc	Supplies	\$800.00
101586	Culligan of Grand Island	Supplies	\$635.52
101587	Deere & Company	Machinery	\$36,406.07
101588	Discount School Supply Order Dept	Supplies	\$583.87
101589	Drapery Den	Technical Services	\$75.00
101590	Eakes Office Solutions	Supplies	\$16,312.78
101591	Eberl Plumbing & Drain	Technical Services	\$200.00
101592	Educational Service Unit 10	Employee Training	\$40.00
101593	Engineering Technologies Inc	Technical Services	\$28,197.39
101594	Environmental Direct Inc	Buildings	\$16,250.00
101595	Fastenal	Supplies	\$159.07
101596	First Bankcard Center/Visa	Employee Training	\$4,499.82
101597	First Bankcard Center/Visa	Supplies	\$120.12
101598	First Bankcard Center/Visa	Supplies	\$64.87
101599	First Bankcard Center/Visa	Supplies	\$200.00
101600	First Bankcard Center/Visa	Supplies	\$897.57
101601	First Bankcard Center/Visa	Advertising	\$19.60
101602	First Bankcard Center/Visa	Employee Training	\$535.00
101603	First Bankcard Center/Visa	Employee Training	\$155.00
101604	First Bankcard Center/Visa	Employee Training	\$850.00
101605	First Bankcard Center/Visa	Employee Training	\$9,137.18
101606	First Bankcard Center/Visa	Employee Training	\$13,184.73
101607	First Bankcard Center/Visa	Supplies	\$1,956.29
101608	First Bankcard Center/Visa	Supplies	\$320.12
101609	First Bankcard Center/Visa	Supplies	\$235.29
101610	First Bankcard Center/Visa	Software	\$6,572.00
101611	First Bankcard Center/Visa	Dues & Fees	\$694.00
101612	First Bankcard Center/Visa	Supplies	\$251.00
101613	First Bankcard Center/Visa	Dues & Fees	\$694.00
101614	First Bankcard Center/Visa	Employee Training	\$51.25
101615	First Bankcard Center/Visa	Employee Training	\$25,621.78
101616	First Bankcard Center/Visa	Employee Training	\$11,145.25
101617	Follett Content Solutions LLC	Books	\$34.61

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101618	Gilmore & Bell PC	Legal Services	\$2,250.00
101619	Grand Island Utilities Dept	Electricity	\$7,489.77
101620	Holiday Express	Student Trans	\$18,864.40
101621	Isabel DeLeon Francisco	Employee Training	\$206.75
101622	Meredith Davis	Mileage	\$121.52
101623	Rod Foley	Employee Training	\$206.75
101624	Willie Louis Caleb Fair	Employee Training	\$55.40
101625	Central Nebraska Refrigeration	Repairs	\$1,600.51
101626	First Bankcard Center/Visa	Travel	\$40.61
101627	First Bankcard Center/Visa	Misc.	\$97.66
101628	Culligan of Grand Island	Supplies	\$511.20
101629	EMS Linq Inc	Coding Services	\$214.40
101630	School Nutrition Association	Dues & Fees	\$560.50
101631	Uline	Supplies	\$770.30
101632	US Foods - Grand Island	Food - Produce	\$18.82
101633	Grand Island Utilities Dept	Electricity	\$127,741.08
101634	Smarty Symbols LLC	Software	\$267.00
101635	Allissa Marty	Employee Training	\$206.75
101636	Amazon Cap Services Inc	Supplies	\$15,681.05
101637	Bailee Moritz	Employee Training	\$206.75
101638	Century Link	Telecommunications	\$1,019.56
101639	Chandra Myers	Employee Training	\$206.75
101640	DAS State Accounting - Central Finance	Telecommunications	\$292.87
101641	Jacqueline Ortega Garcia	Employee Training	\$206.75
101642	Jessica Phinney	Employee Training	\$206.75
101643	Katherine Schollmeyer	Employee Training	\$206.75
101644	Kathryn Patten	Employee Training	\$206.75
101645	Makenna Supencheck	Employee Training	\$206.75
101646	Mary Elizabeth McDowell	Employee Training	\$206.75
101647	McGraw-Hill School Education	Books	\$22,455.83
101648	Mechanical Sales Inc	Supplies	\$3,868.53
101649	Meghan Roeser	Employee Training	\$206.75
101650	Melsen Striping LLC	Technical Services	\$16,379.00
101651	Menards	Supplies	\$1,676.67
101652	Michelle Stephens	Employee Training	\$206.75
101653	Mid-West 3D Solutions LLC	Supplies	\$864.00
101654	MidAmerica Administrative & Retirement	Misc.	\$336.00
101655	Midwest Alarm Services	Technical Services	\$1,701.45
101656	Midwest Connect LLC	Supplies	\$61.00
101657	Nichole Nesvara	Employee Training	\$206.75
101658	Olsson Associates	Improvement	\$4,889.23
101659	Quill Corporation	Supplies	\$998.18
101660	R8 Productions LLC	Technology Supplies	\$3,820.00
101661	Really Good Stuff Inc	Supplies	\$51.94
101662	Rentokil North America Inc	Technical Services	\$202.37
101663	Riverside Insights	Software	\$13,728.00
101664	Sara Robinson	Employee Training	\$206.75
101665	Shawna Senff	Employee Training	\$206.75
101666	Sherwin Williams Company	Supplies	\$818.19
101667	SLP Toolkit LLC	Software	\$4,275.00

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101668	Summer Stephens	Employee Training	\$273.88
101669	Super Saver Five Points	Supplies	\$147.78
101670	Vivian Mendoza Johnson	Mileage	\$48.09
101671	Agricultural Service	Supplies	\$325.00
101672	B2 Environmental Inc	Technical Services	\$6,700.00
101673	Bailey Koerperich	Employee Training	\$206.75
101674	Caitlin Jensen	Employee Training	\$206.75
101675	Catherine Wieck	Employee Training	\$55.40
101676	Center for Model Schools	Software	\$28,350.00
101677	Copycat Instant Printing	Supplies	\$189.73
101678	Dawnell Glunz	Employee Training	\$55.40
101679	First Bankcard Center/Visa	Misc.	\$538.02
101680	First Bankcard Center/Visa	Dues & Fees	\$478.93
101681	Follett School Solutions Inc	Supplies	\$484.49
101682	Frontline Technologies Group LLC	Software	\$4,246.58
101683	GI Family Radio KRGJ	Communications	\$1,350.00
101684	Gibbs Smith Publishers	Supplies	\$922.43
101685	Gopher Sport	Supplies	\$254.11
101686	Gottlob Asphalt, LLC	Technical Services	\$6,274.00
101687	Grainger	Custodial Materials	\$265.81
101688	Grand Island Area Chamber Of Commerce	Dues & Fees	\$900.00
101689	Grand Island Independent	Books	\$1,569.99
101690	Grand Island Independent	Advertising	\$650.00
101691	Grand Island Noon Rotary	Dues & Fees	\$210.00
101692	Grand Island Public Schools	Misc.	\$3,056.13
101693	Grand Island Public Schools Activity Fun	Supplies	\$11,560.10
101694	Grand Island Public Schools Foundation	Misc.	\$400.00
101695	Great Lakes Sports	Supplies	\$663.88
101696	Gustave A Larson Company	Supplies	\$4,456.52
101697	Hannah Luber	Employee Training	\$206.75
101698	Healthy Roster Inc	Software	\$1,720.00
101699	Hesselgesser Electric	Supplies	\$4,762.46
101700	Holli Hodson	Employee Training	\$206.75
101701	Hooker Bros Sand & Gravel Inc	Supplies	\$300.76
101702	Interstate All Battery Center	Supplies	\$272.65
101703	Island Sprinkler Supply	Supplies	\$1,006.58
101704	Island Supply Company	Supplies	\$30.25
101705	Johanna Vargas-Mendoza	Employee Training	\$206.75
101706	Judy Weinrich	Mileage	\$65.66
101707	JW Pepper Son Inc	Supplies	\$1,585.20
101708	Katherine Ann Lehman	Supplies	\$18.54
101709	Kelli Wemhoff	Employee Training	\$206.75
101710	Kelly Supply Co	Supplies	\$1,007.56
101711	Kendall Hunt Publishing Company	Books	\$2,681.40
101712	Kevin M Liess	Technical Services	\$1,097.40
101713	Kimberly Kazmierczak	Professional Services	\$2,500.00
101714	Kristen Laurent	Technical Services	\$330.72
101715	Kurpgeweit Jennifer	Employee Training	\$206.75
101716	Kylee-Joe Thompson	Mileage	\$63.42
101717	Lakeshore Learning Materials	Books	\$167.64

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101718	Lauren Granstrom	Employee Training	\$55.40
101719	Legacy Outdoor Advertising LLC	Supplies	\$725.00
101720	Mariana Vazques	Technical Services	\$435.00
101721	Michelle Thorne	Employee Training	\$206.75
101722	Nancy Vazquez	Technical Services	\$85.00
101723	NAPA Auto Parts	Supplies	\$732.56
101724	Rebecca Wilhelmi	Employee Training	\$206.75
101725	Sarah K Henry	Mileage	\$399.78
101726	Stacy A Laue	Employee Training	\$206.75
101727	T & T Enterprises	Technical Services	\$32,335.25
101728	T C Ceilings Inc	Supplies	\$1,283.84
101729	Tarjimly	Professional Services	\$272.70
101730	Tausha Jones	Employee Training	\$206.75
101731	The Happy Brush	Supplies	\$3,000.00
101732	The Home Depot Pro	Custodial Materials	\$4,575.43
101733	TK Elevator Corporation	Technical Services	\$1,857.11
101734	Tom Dinsdale Chevrolet Cadillac	Repairs	\$90.00
101735	Uline	Instructional Materials	\$1,946.19
101736	UniFirst Corporation	Technical Services	\$1,393.29
101737	Ventris Learning LLC	Supplies	\$1,053.50
101738	Verizon Wireless	Telecommunications	\$1,502.44
101739	Vex Robotics Inc	Supplies	\$4,322.32
101740	Westside Community Schools	Professional Services	\$11,138.00
101741	Winsupply of Grand Island	Equipment	\$32,248.17
101742	First Bankcard Center/Visa	Employee Training	\$27,729.59
101743	Amazon Cap Services Inc	Supplies	\$90.05
101744	Denise Bone	Mileage	\$15.19
101745	Kimberly Clegg	Mileage	\$40.25
101746	LeAnn Masat	Mileage	\$3.50
101747	Nicole Enck	Mileage	\$70.28
101748	Pan-O-Gold Baking	Bread	\$15.90
101749	US Foods - Grand Island	Food	\$38.88
101750	Ace Hardware	Supplies	\$398.82
101751	AKRS Equipment Solutions Inc	Supplies	\$128.04
101752	All Star Auto Glass of Grand Island	Repairs	\$318.38
101753	Ameresco INC	Technical Services	\$7,738.00
101754	Amplify Education Inc	Supplies	\$1,624.00
101755	Amy Anderson	Employee Training	\$206.75
101756	Angie Eberle	Employee Training	\$206.75
101757	Apple Computer Inc	Technology Supplies	\$2,219.74
101758	Arbor Scientific	Supplies	\$418.61
101759	Awards Plus	Supplies	\$649.37
101760	Barnes And Noble Bookstore	Books	\$821.82
101761	Bomgaars Supply Inc	Supplies	\$183.97
101762	Border States Industries Inc	Supplies	\$2,749.27
101763	Capital Business Systems Inc	Technical Services	\$10,029.45
101764	Capital Business Systems, Inc	Technical Services	\$77.13
101765	CDW Government	Software	\$16,891.30
101766	City of Grand Island - Solid Waste	Utility	\$566.81
101767	Communications Engineering	Services	\$28,283.00

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101768	Construction Rental	Supplies	\$393.35
101769	Control Services Inc	Supplies	\$27,435.00
101770	Copycat Instant Printing	Printing & Binding	\$644.43
101771	Cornerstone Counseling PC	Technical Services	\$760.00
101772	Craig Homecare	Professional Services	\$19,447.61
101773	Crescent Electric Supply	Supplies	\$4,880.60
101774	Curriculum Associates	Supplies	\$2,178.00
101775	Educational Service Unit 10	Employee Training	\$240.00
101776	Educational Service Unit 9	Professional Services	\$24,937.25
101777	Egan Supply Company	Equipment	\$14,660.00
101778	Emily Armstrong	Mileage	\$76.58
101779	Frontline Technologies Group LLC	Software	\$1,000.00
101780	FS.Com Inc	Technology Supplies	\$0.00
101781	Generation Genius Inc	Software	\$1,395.00
101782	Gopher Sport	Supplies	\$7,063.63
101783	Grand Island Utilities Dept	Electricity	\$29,931.87
101784	Jill Buettner	Employee Training	\$206.75
101785	Karisa Dubbs	Mileage	\$52.29
101786	Katie Crowe	Employee Training	\$206.75
101787	Meredith Davis	Mileage	\$33.60
101788	Nicole Anderson	Employee Training	\$206.75
101789	Rochelle Anderson	Employee Training	\$206.75
101790	Stacie Faber	Mileage	\$25.27
101791	Tami Chandler	Technical Services	\$436.62
101792	The Hearing Clinic Inc	Professional Services	\$1,516.00
101793	Amanda Smith	Mileage	\$24.36
101794	Amazon Cap Services Inc	Supplies	\$1,069.37
101795	Dan Petsch	Mileage	\$119.63
101796	Danny Oberg	Rentals - Other	\$3,400.00
101797	Jessica Schroeder	Employee Training	\$206.75
101798	Katherine Schollmeyer	Employee Training	\$206.75
101799	Kimberly Pecar	Employee Training	\$49.50
101800	Maggie E Mintken	Employee Training	\$206.75
101801	Marks Plumbing Parts	Supplies	\$1,166.55
101802	Mechanical Sales Inc	Supplies	\$9,578.80
101803	Menards	Supplies	\$349.56
101804	Middleton Electric Inc	Technical Services	\$750.00
101805	Midwest Alarm Services	Technical Services	\$3,125.22
101806	Monoprice Inc	Technology Supplies	\$856.99
101807	Nasco	Supplies	\$62.84
101808	National Energy Control Corp	Supplies	\$2,177.26
101809	Nebraska Council of School Administrator	Dues & Fees	\$694.00
101810	Northwest Fitness	Supplies	\$1,031.00
101811	NRG Media LLC	Communications	\$1,206.00
101812	O Reilly Auto Parts	Repairs	\$16.99
101813	Panchita Portillo	Mileage	\$15.40
101814	Platte Valley Communications	Supplies	\$6,965.83
101815	Pomp's Tire Service Inc	Repairs	\$1,189.26
101816	Quill Corporation	Supplies	\$870.14
101817	Reams Sprinkler Supply Co	Supplies	\$1,046.50

# Grand Island Public Schools

## Claims Listing

August 14, 2025

Reference No	Payee	Description	Amount
101818	Rentokil North America Inc	Technical Services	\$435.84
101819	Roberts Pump & Supply Co	Supplies	\$224.56
101820	Robosource LLC	Supplies	\$229.65
101821	School Mate	Supplies	\$198.00
101822	Sherwin Williams Company	Supplies	\$42.59
101823	Solo Cycles	Supplies	\$169.98
101824	Solution Tree LLC	Employee Training	\$5,680.00
101825	Sports Facility Maintenance LLC	Supplies	\$5,285.92
101826	Summer Stephens	Employee Training	\$49.50
101827	Susan K Stuhr	Mileage	\$62.23
101828	Disipline Associates LLC	Employee Training	\$13,000.00
101829	Nebraska School Nutrition Assn	Dues & Fees	\$2,475.00
101830	Delsa Bone	Misc.	\$64.60
101831	Denise Bone	Misc.	\$47.81
101832	US Foods - Grand Island	Food	\$131.88
	Central Nebraska Education Agency	Lease	\$45,000.00
	Head Start Family Dev Program	Prof. Ed Services	\$51,425.11
	Head Start Family Dev Program	Prof. Ed Services	\$17,125.45
	Nemaha Landscape Construction	Construction Barr	\$178,321.55
	Virco Inc	Furniture	\$90,444.90
	Medsurety	Employee Benefits	\$708.00
	Kidwell Inc	Video Security	\$5,055.00
	Midwest Floor Covering Inc	Flooring-Lincoln	\$82,731.00
	Kidwell Inc	Video Security	\$39,609.00
	Midwest Floor Covering Inc	Flooring-Admin	\$51,232.00
	Midwest Floor Covering Inc	Flooring-Newell	\$6,608.70
	Go Physical Therapy LLC	Professional Services	\$60,367.85
	Holiday Express	Technical Services	\$32,571.90
	Holiday Express	Transportation	\$59,099.04
	Holiday Express	Transportation	\$18,760.00
	Holiday Express	Transportation	\$100,000.00
	Virco Inc	Furniture	\$15,501.20
	Virco Inc	Furniture	\$152,634.16
	Hamilton Information Systems Inc	Communications	\$262,742.81
	Virco Inc	Furniture	\$36,715.20
			<u>\$2,646,684.12</u>
	July 15, 2025 Payroll	All Funds	<u>\$7,931,093.84</u>
			<u><u>\$10,577,777.96</u></u>

**GRAND ISLAND PUBLIC SCHOOLS  
Grand Island, Nebraska**

**STAFF ADJUSTMENT  
08/14/2025**

**Certified New Hires**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Brenda Alberts	4th Grade/1.0 FTE/ Howard	MA+09 -07	UNK	08/06/2025	New position
D'Cean Bryant	Freshman Seminar Teacher 1.0 FTE/GISH	BA+00 -02	Transition to Teaching UNK	08/06/2025	B. Reed
Jeri Hawley	Personal Finance/1.0 FTE/ GISH	BA+00 -02	Transition to Teaching UNK	08/06/2025	J. Blomstedt
Christine Kier	5th Grade/0.5 FTE/ Knickrehm	MA+00 -09	Peru State College	08/06/2025	E. Schott
Rosanne Malsom	SE-Deaf & HofH Teacher Virtual/District Wide	MA+45 -11	Northern State University, SD	08/06/2025	Prev contracted position
Brittney Martin	2nd Grade/1.0 FTE/Starr (Return from LOA)	MA+45 -10	UNL	08/06/2025	H. Luber
Shellie Meyer	5th Grade/0.5 FTE/ Knickrehm	MA+45 -11	Colorado State University	08/06/2025	E. Shott
Taylor Sanchez	1st Grade/1.0 FTE Howard	BA+00 -06	UNK	08/06/2025	J. Caldwell
Kathryn Shafer	Speech Language Pathologist .6310 FTE/ Walnut & Barr	MA+09 -09	UNK	08/06/2025	R. Anderson
Josa Wilkinson	8th Grade Science/1.0 FTE/ Barr MS	MA+45 -11	Colorado State University	08/06/2025	L. Aguhar

**New Hire/Extra Standard Assignment**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Demi Arres	Asst Girls Wrestling/Westridge	08/14/2025	K. Zeller
Christy Acevedo Cabrera	Asst Varsity Cross Country/GISH	08/14/2025	New position
Robert Almquist	Head Boys Soccer/GISH	08/14/2025	J. Panowicz
Kiersten Anderson	Asst 7th Grade Volleyball/Barr	08/14/2025	K. Keasling
Melissa Anderson	Asst HOSA/GISH	08/14/2025	New position
Riley Anderson	Asst 8th Grade Volleyball/Barr	08/14/2025	T. Carr
Haley Becker	Asst JV Softball/GISH	08/25/2025	K. Jasnoch
Andrew Bernal	Asst Reserve Boys Basketball/GISH	08/14/2025	A. Fahey
Amanda Bonczynski	Head Girls Basketball/Barr	08/06/2025	C. Felber
Wade Brandenburg	Asst 7th Football/Walnut	08/13/2025	Y. Ghaifan
Shane Campbell	Head Varsity Girls Golf/GISH	08/14/2025	J. Slough
Raymond Chaves	Head JV Girls Basketball/GISH	08/06/2025	C. Johnson-Erb
Clinton Cunningham	Asst Varsity Football/GISH	08/14/2025	J. McQuinn
Sarah Derickson	MS Concessions Sponsor/Barr	08/14/2025	E. Bruns
Craig Dubbs	Asst Girls Wrestling/Walnut	08/14/2025	Open position
Katie Golay	Asst Reserve Volleyball/GISH	08/25/2025	N. Ninemire
Kendall Greene	Instrumental Marching Band Aide	07/28/2025	K. Woode
Joseph Grenier	Asst Boys Wrestling /Walnut	11/05/2025	R. Ruiz
Joseph Grenier	Asst 9th Grade Football/GISH	08/14/2025	J. Clancy
Allyssa Johnson	Head 9th Grade Girls Volleyball/GISH	08/14/2025	T. Ferris
Jesse LaBrie	Elementary Honor Choir Director	08/05/2025	A. Bloom
Lillee Mahan	Asst Girls Reserve Basketball/GISH	08/26/2025	K. McInturf

Lillee Mahan	Asst Varsity Softball/GISH	08/14/2025	M. Sorensen
Shane Moorman	Asst Girls Wrestling /Barr	08/14/2025	P. Noreiga
Kip Ramsey	Asst 9th Grade Football/GISH	08/14/2025	J. Zajac
Trey Randall	Asst JV Softball/GISH	08/14/2025	B. Marr
Roy (Will) Reutzel	Head 7th Grade Girls Basketball/Westridge	10/13/2025	S. Lindsey
Roy (Will) Reutzel	Asst 7th Grade Boys Basketball/Westridge	01/12/2025	J. Hancock
Roy (Will) Reutzel	Asst MS Track Coach/Westridge	03/16/2025	T. Lamm
Megan Roach	Head 9th Grade Girls Basketball/GISH	08/14/2025	M. Fyfe
Damon Rodriguez	Head Varsity Girls Wrestling/GISH	08/14/2025	M. Hernandez
Rogelio Ruiz	Asst Boys Wrestling Coach/Barr	08/14/2025	D. Rodriguez
Matthew Rush	Instrumental Percussion Drum Line Aide	07/28/2025	K. Woode
Matthew Shultz	Asst Varsity Girls Golf/GISH	08/14/2025	K. Jeffries
Cassidy Moody	Head Instrumental Flag Corp/GISH	07/28/2025	J. Slattery
Megan Slough	Asst 7th Gr Girls Basketball/Walnut	08/14/2025	Z. Barnett
Megan Slough	Asst Track Coach/Walnut	08/14/2025	K. Luthy
Alison Vincent	Asst Varsity Girls Soccer/GISH	08/14/2025	T. Roth
Madison Welker	Instrumental Flag Crop Asst/GISH	07/28/2025	E. Garcia
Cody Wheeler	Asst Varsity Football/GISH	08/15/2025	B. Reed
Holly Wilcox	Head 7th Grade Volleyball/Barr	08/04/2025	M. Simonson
Yuxuan Zhang	Department Chairperson/GISH	08/06/2025	S. Guerink

**Classified New Hires**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Leslie Aguilar Limon	Lic. Pract Nurse/.9375 FTE/Shoemaker	08/06/2025	D. Hasselman
Andrea Aguilar S	Elem & MS Para/.9375 FTE/Howard	08/06/2025	M. Trowbridge

Karen Arlt	Persnl Mgmt Sec HS/1.0 FTE/GISH	08/12/2025	J. Musquiz
Krystal Boroff	Parapro Alt Prg/.9375 FTE/GISH-CBI	08/06/2025	A. Rose
Alma Castillo D	Food Svc Asst/.7500 FTE/Walnut	08/06/2025	J. Nichols
Elvira Ceballos C	Paraed Translator/1.0 FTE/GISH	08/06/2025	K. Lemburg
Mackenzie Conrad	Parapro Alt Prg/.9375 FTE/Westridge	08/06/2025	New Position
Randy Curran	Yard Worker Sum II/1.0 FTE/Kneale	07/08/2025	Seasonal
Genesis Dominguez J	ELC Inst Suppt/1.0 FTE/OLC	08/06/2025	A. Davis
Macie Ebmeier	Classified IT Intern/1.0 FTE/Kneale	08/05/2025	New Position
Keyla Fabela C	Paraed Inst Suppt/.9375 FTE/Knickrehm	08/06/2025	J. Hayman
Madelyn Feek	ParaproAlt Prg/.9375 FTE/Westridge	08/06/2025	New Position
Brittney Fieldgrove	Paraed Alt Pgr/.9375 FTE/Walnut-CBI	08/06/2025	T. Kolar
Andrea Galvez	Paraed Alt Pgr/.9375 FTE/GISH-Success Academy	08/06/2025	D. Mitchell
Anjelica Garza	Food Svc Head Cook /1.0 FTE/Westridge	08/06/2025	C. Rainforth
Amanda Gillham	Paraed Inst Suppt/.9375 FTE/Knickrehm	08/06/2025	M. Frerichs
Paula Gonzalez	Bilingual Para ESL/.9375 FTE/West Lawn	08/06/2025	M. Garcia H
Teresita Gonzalez M	Asst Cust Sr High/1.0 FTE/GISH	07/15/2025	A. Mueller
Tiauna Hald	Asst Cust MS/1.0 FTE/Westridge	07/21/2025	J. Acosta
Carol M Helleberg	Cert/BA ASL Inter/.7500 FTE/SE Department	08/13/2025	New Position
Katelynn Holley	Elem & MS Para/.9375 FTE/West Lawn	08/06/2025	L. Macias
Chloe Kepford	Parapro Alt Pgr/.9375 FTE/GISH-CBI	08/06/2025	L. Pickett
Bradi Lohman	Elem & MS Para/.9375 FTE/Wasmer	08/06/2025	P. Trato
Jennifer Lonowski	Parapro Alt Pgr/.9375 FTE/Lincoln-Skills	08/06/2025	T. Schnase
Siboney Lua Mata	Asst Sec Sr High/1.0 FTE/GISH	08/01/2025	M. Hernandez
Aubrey Luna	Sign Para EIPA<2.9/.5000 FTE/Stolley Park	08/06/2025	New Position

Amber Marshall	Paraed Inst Suppt/.9375 FTE/Howard	08/06/2025	N. Contreras
Patricia Naranjo E	Bilingual Para ESL/.9375 FTE/Starr	08/06/2025	F. Chacon A
Emily Niemeier	Elem Media Asst/1.0 FTE/Shoemaker	07/29/2025	K. Andreasen
Ryane Niles	Sign Para EIPA<2.9/.9375 FTE/Stolley	08/06/2025	New Position
Wichoni Northrup	ELC Inst Suppt/1.0 FTE/OLC	08/06/2025	K. Carlson
Brianna Olson	Positive Support Monitor/1.0 FTE/West Lawn	08/06/2025	New Position
Ayralisa Pedro Felix	Elem & MS Para/.9375 FTE/West Lawn	08/06/2025	R. Cruz
Rebecca Pena	Elem & MS Para/.9375 FTE/Starr	08/06/2025	New Position
Ana Perez Acevedo	Bilingual Para ESL/.9375 FTE/Dodge	08/06/2025	New Position
Ketty Quintana C	Food Svc Asst/1.0FTE/Kneale-CNC	08/06/2025	M. Ahmed
Joana Rodriguez S	Bilingula Para ESL/.9375 FTE/Barr	08/06/2025	New Position
Marissa Roush	CNC Asst-Level II/.5000 FTE/Kneale-CNC	08/06/2025	C. Montes
Gabriela Ruvalcaba S	Bilingual Para ESL/.9375 FTE/Walnut	08/06/2025	L. Bonilla R
Ayli Sanchez	ELC Inst Suppt/1.0 FTE/OLC	08/11/2025	L. Martin Z
Paige Schuler	Sign Para EIPA<2.9/.9375 FTE/Stolley Park	08/06/2025	New Position
Eric Serrano	Asst Cust Sr High/1.0 FTE/GISH	08/11/2025	J. Molina
Maria Serrano	Food Svc Asst/1.0 FTE/Kneale-CNC	08/06/2025	L. Erives
Elizabeth Sikes	Elem & MS Para/.8750 FTE/Dodge	08/06/2025	K. Townsend
Wanda Schutte	Parapro Alt Pgr/.9375 FTE/GISH-CBI	08/06/2025	N. Prado A
Tamara Taylor	Paraprofessional/.6250 FTE/Dodge	08/06/2025	C. Mizner/K. Townsend
Blanca Velazquez	Teacher/Mentee Parapro/1.0 FTE/Lincoln	08/06/2025	New Position
Penny Weatherly	Paraed Inst Suppt/.9375 FTE/GISH	08/06/2025	T. Dickinson
Jodi Zebert	Satellite Cirl Elem/.3750 FTE/Starr	08/06/2025	V. Schaaf

**Certified Separations**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
NONE.		

**Certified Extra Standard Separations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>
Andrew Bernal	Asst 9th Grade Boys Basketball/GISH	05/23/2025
Abigail Bloom	Elementary Honors Choir Director	08/05/2023
Craig Dubbs	Asst Varsity Girls Wrestling/GISH	05/23/2025
Taylor Ferris	Head 9th Grade Volleyball/GISH	05/23/2025
Elena Garcia	Instrumental Flag Corp Asst/GISH	07/28/2025
Jayson Gregory	Head JV Boys Basketball/GISH	05/24/2025
Kelli Jeffries	Asst Varsity Girls Golf/GISH	05/25/2025
Carolyn Johnson-Erb	Head JV Girls Basketball/GISH	05/25/2025
Cara Lemburg	Asst Boys Soccer/Barr	02/25/2025
Kiara McInturf	Asst Reserve Girls Basketball/GISH	05/25/2025
Luis Mejia	E-Sports Fall HS Sponsor	08/04/2025
Jason Moritz	Head 9th Grade Boys Basketball/GISH	05/25/2025
Nicole Ninemire	Asst Reserve Volleyball/GISH	05/25/2025
Jaydon Owen	Head 9th Grade Boys Basketball/GISH (.5 ES)	06/24/2025
Rogelio Ruiz	Asst Boys Wrestling Coach/Walnut	07/15/2025
Jessica Slattery	Head Instrumental Flag Corp/GISH	07/28/2025
Michael Sorensen	Asst Varsity Softball/GISH	05/25/2025
Keeran Woode	Instrumental Marching Band Aide	07/28/2025
Keeran Woode	Instrumental Percussion Drum Line Aide	07/28/2025

Joshua Zajac	Asst 9th Grade Football/GISH	05/25/2025
Matt Hernandez	Head Girls Wrestling Coach/GISH	05/25/2025
James Panowicz	Head Varsity Boys Soccer Coach/GISH	05/25/2025

**Classified Separations**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
Corrina Abney	Paraed Inst Suppt/.9375 FTE/Wasmer	05/22/2025
Mushira Ahmed	Food Svc Asst/1.0 FTE/Kneale-CNC	05/22/2025
Terri Asche	Paraed Inst Suppt/.9375 FTE/Knickrehm	05/22/2025
Samantha Augustyn	Elem & MS Para/.9375 FTE/Howard	05/22/2025
Sorelis Barreto F	ELC Inst Suppt/1.0 FTE/Starr	05/22/2025
Grace Berger	Elem & MS Para/.6250 FTE/Lunch monitor/.2500 FTE/ Dodge	05/22//2025
Gabriela Cordova	Bilingual Para ELS/1.0 FTE/Westridge	05/22/2025
Anabell Davis	ELC Inst Suppt/1.0 FTE/OLC	05/22/2025
James Duff	Head Cust Elem/1.0 FTE/Jefferson	07/21/2025
Alejandra Erives	Bilingual Para ESL/.5375 FTE/Howard	05/22/2025
Marcia Ewoldt	Parapro Alt Pgr/.9375 FTE/GISH	05/22/2025
Emma Gassiot	Study Tutor Disc Ro/1.0 FTE/Westridge	05/22/2025
Danielle Hasselmann	Lic Pract Nurse/.9375 FTE/Shoemaker	05/22/2025
Matthew Johnson	Asst Cust Elem/.5000 FTE/Seedling Mile	07/17/2025
Megan Kenney	Nut Svc Manager/1.0 FTE/Westridge	05/22/2025
Rhonda Kinsey	Head Cook Asst Mgr/1.0 FTE/GISH	05/22/2025
Thomas Kolar	Pararo Alt Prg/.9375 FTE/Walnut-CBI	05/22/2025

Lily Martin Z	ELC Inst Suppt/1.0 FTE/OLC	05/22/2025
Sharon Moran	Elem & MS Para/.6250 FTE/Lunch Monitor/.1875 FTE/Newell	05/22/2025
Jessie Musquiz	Persnl Mgmt Sec HS/1.0 FTE/GISH	08/05/2025
Jeanie Nichols	Food Svc Asst/.7500 FTE/Walnut	05/22/2025
Nancy Petzoldt	Head Server Elem/.2188 FTE/Shoemaker	05/22/2025
Kylie Starman	Paraed Inst Suppt/.9375 FTE/Walnut	05/22/2025
Cassidy Stenka	Parapro Alt Pgr/.9375 FTE/Barr	05/22/2025
Kayley Townsend	Elem & MS Para/1.0 FTE/Dodge	05/22/2025
Corlaina Utley	Paraed Inst Suppt/.9375 FTE/Howard	05/22/2025
Patricia Vega	Asst Cust Elem/1.0 FTE/Engleman	07/30/2025
Maria T Velasco	Bilingual Para ESL/.9375 FTE/Walnut	05/22/2025
Katyria Vila De La Rosa	Clerical HS Registr/1.0 FTE/GISH	08/08/2025

**Certified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Christy Acevedo	1st Grade/1.0 FTE West Lawn	5th Grade/1.0 FTE West Lawn	08/06/2025	P. Lopez Rafael
Rylie Anderson	Speech Therapy 0.5 FTE Barr/0.5 FTE Walnut	Speech Therapy 1.0 FTE Barr	08/06/2025	A. Gansemer
Melanie Azada	2nd Grade/1.0 FTE/Howard	3rd Grade/1.0 FTE/Howard	08/06/2025	T. Hake
Clinton Cunningham	5th Grade/1.0 FTE/Newell	4th Grade/1.0FTE/Newell	08/06/2025	New section due to numbers
Taelor Donahoo	Elem & MS Para/.9375 FTE/ Jefferson	Reg Ed Fifth Grade/1.0 FTE/ Dodge	08/06/2025	K. Arceo

Rochelle Eickhoff	Instructional Coach 0.5 FTE Newell/ 0.5 FTE Lincoln	Instructional Coach 0.5 FTE Newell/ 0.5 FTE Engleman	08/06/2025	T. Jensen at Engleman
Molly Elge	SE Consultant 0.5 FTE Barr/0.5 FTE Walnut	SE Coordinator 1.0 FTE GISH	08/06/2025	K. McMullen
April Kounovsky	EL Teacher/0.5 FTE Barr 0.5 FTE Seedling Mile	EL Teacher/1.0 FTE	08/06/2025	new position
Priscila Lopez Rafael	5th Grade Teacher/ 1.0 FTE/ West Lawn	2nd Grade Teacher 1.0 FTE/ West Lawn	08/06/2025	L. Kolb
Allissa Marty	Second Grade/1.0 FTE Dodge	First Grade/1.0 FTE Dodge	08/06/2025	Open
Melissa McDonald	Academic Support Coach 1.0 FTE Shoemaker	Academic Support Coach 0.5 FTE Shoemaker/ 0.5 FTE Stolley Park	08/06/2025	S. Senff
Leighann Miller	SE Resource Room 1.0 FTE/Westridge	Reg Ed English 1.0 FTE/Westridge	08/06/2025	T. Lewis
Nicole O'Hara	Third Grade/1.0 FTE Wasmer	Instructional Coach 0.5 FTE Gates 0.5 FTE Knickrehm	08/26/2025	S. Robinson T. Jones
Kathryn Patten	Second Grade/1.0 FTE Knickrehm	Third Grade/1.0 FTE Knickrehm	08/26/2025	V. Bartels
Bryan Ramallo	Spanish Teacher/1.0 FTE GISH	PE Teacher/1.0 FTE Walnut	08/06/2025	R. Harvey
Andrew Schneider	Band Teacher/1.0 FTE/Barr	Band Teacher/1.0 FTE/Barr Team Leader-MS	08/06/2025	G. Conyers
Shawna Senff	Academic Support Coach 0.5 FTE Starr/0.5 FTE Stolley	Academic Support Coach 1.0 FTE/ Starr	08/06/2025	Open
Lindsay Stryker	PE/Health/1.0 FTE GISH	Library Media Specialist 1.0 FTE/Howard	08/06/2025	J. Keyes
Kathryn Wilkinson	SE Educational Consultant 0.5 FTE Westridge & Non-Public and 0.5 FTE Positive Support Coach Westridge	SE Educational Consultant 1.0 FTE Westridge & Non-Public	08/06/2025	Vacant

**Certified Changes/Extra Standard Assignments**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Zane Barnett	Asst 7th Gr Girls Basketball Walnut	Asst 8th Gr Boys Basketball Walnut	08/14/2025	S. Willey
Timberly Beske	Asst 8 Gr Volleyball Coach Barr	Asst 7 Gr/Volleyball Coach Barr	08/13/2025	J. Granere
Raymond Chavez	Head Girls Basketball/Walnut	Head JV Girls Basketball/GISH	08/13/2025	C. Johnson-Erb
Taylor Ferris	Head 9th Gr Volleyball Coach/ GISH	Asst JV Volleyball Coach/ GISH	08/14/2025	C. Wieck
Jonathan Kubicka	Asst Unified Track/GISH	Asst Unified Track/GISH	08/14/2025	Change in Hrs
Jeff McQuinn	Asst Varsity Football/GISH	Head Varsity Football/GISH	08/15/2025	C. Reed
Brittany Marr	Asst JV Softball/GISH	Head Varsity Softball/GISH	08/15/2025	S. Galusha
Nicole Ninemire	Asst Reserve Volleyball/GISH	Asst Varsity Volleyball/GISH	08/15/2025	B. Mlinar
Jacquinline Rodriguez-P	Asst Unified Track/GISH	Asst Unified Track/GISH	08/14/2025	Change in Hrs
Adam Zlomke Lopez	Asst Varsity Soccer Boys/ GISH	Head JV Soccer Girls/GISH	08/13/2025	Q.Barrios

**Classified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Anselma Arriaza O	Asst Cust Elm/.5000 FTE/ West Lawn	Asst Cust Elem/1.0 FTE/ Engleman	07/29/2025	P. Vega
Judith Baxter	Paraed Inst Suppt/.9375 FTE/ Westridge	Paraed Inst Suppt/.9375 FTE/ Engleman	08/06/2025	S. US Ticum
Ruth Cruz	Elem & MS Para/.9375 FTE/ West Lawn	Reg Ed EL/1.0 FTE/ West Lawn	08/06/2025	B. Anderson

Taelor Donahoo	Elem \$ MS Para/.9375 FTE/ Jefferson	Reg Ed Fifth Grade/1.0 FTE/ Dodge	08/06/2025	K. Arceo
Luz Fregoso	Asst Sec Sr High/1.0 FTE/ GISH	Clerical HS Registrar/1.0 FTE/ GISH	08/07/2025	K. Vila De La Rosa
Margarita Loza	Food Svc Asst/.5000 FTE/ GISH	Food Svc Asst/.5000 FTE/ GISH Food Svc Dishwasher/.3750 FTE/Kneale-CNC	08/06/2025	K. Panowicz
Lana Macias	Elem & MS Para/.9375 FTE/ West Lawn	Bilingual Para ESL/.9375 FTE/West Lawn	08/06/2025	Y. Zayas M
Cynthia Mizner	Elem & MS Para/.9375 FTE/ Dodge	Elem & MS Para/.5000 FTE/ Dodge	08/06/2025	Open
Miguel Morales O	Head Cust Elem/1.0 FTE/ Howard	Elem Cust Elem/1.0 FTE/ OLC	07/05/2025	R. Loomis
Jaqueline Juarez M	Stud/Comm Liaison/.5000 FTE/Kneale	Teacher/Mentee Parapro/ .500 FTE/Jefferson	08/05/2025	New Position
Crystal Rainforth	Food Svc Head Cook/ 1.0 FTE/Westridge	Head Cook Asst Mgr/1.0 FTE/ GISH	08/06/2025	R. Kinsey
Aubree Saldecki	Paraed Inst Suppt/.9375 FTE/ Wasmer	Paraed Alt Pgr/.9375 FTE/ Shoemaker-ELS	08/06/2025	L. Molt
Briana Shipp-Weekley	Paraed Inst Suppt/.9375 FTE/ Barr	Paraed Inst Suppt/.9375 FTE/ Wasmer	08/06/2025	A. Saldecki
Maureen Shuda	Food Svc Asst/.5625 FTE/ Westridge	Food Svc Asst/.6250 FTE/ Westridge	08/06/2025	Open
Wendy Smith	Asst Cust Elem/1.0 FTE/ Howard	Head Cust Elem/1.0 FTE/ Howard	07/10/2025	M. Morales O
Amy Stockton	Paraed Inst Suppt/.5000 FTE/ Gates/.4375 FTE/Stolley	Parade Inst Suppt/.9375 FTE/ Wasmer	08/06/2025	C. Abney
Shawna US Ticum	Paraed Inst Suppt/.9375 FTE/ Engleman	Parapro Alt Pgr/.9375 FTE/ Westridge	08/06/2025	New Position

Gladys Villanueva R	Server Elem/.5000 FTE/ Stolley	Parade Inst Suppt/.9375 FTE/ Lincoln	08/06/2025	A. McNeff
Joseph Welsh	Head Cust Elem/1.0 FTE/ Seedling Mile	Asst Cust Admin/1.0 FTE/ Kneale	07/29/2025	H. Hayes
Manal Yousif	Food Svc Asst/.4687 FTE/ Barr	Food Svc Asst/.5000 FTE/ Barr	08/06/2025	Open

**Certified Special Assignment**

<u>Name</u>	<u>Additional Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
NONE.			

**Certified Special Assignment Separations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
NONE.			

**Certified Requests for Leave of Absence**

<u>Name</u>	<u>Assignment/School</u>	<u>Date of Leave</u>	<u>Reason</u>
NONE.			

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

4441 PROCUREMENT POLICY – SCHOOL FOOD AUTHORITIES

The following procurement policy statement for the Grand Island Public Schools shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

**Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$250,000 per year (**small-purchase simplified acquisition** threshold) per procurement event or in aggregate purchases this organization will follow the informal **Small-Purchase simplified acquisition** procedures.
- When the annual total for food service program related items is greater than \$250,000 (**small-purchase simplified acquisition** threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small-Purchase Simplified Acquisition Threshold Procedures

For purchases made below the **small-purchase simplified acquisition** threshold, **Small-Purchase simplified acquisition threshold** procedures will be utilized to purchase necessary goods and services. When **Small-Purchase simplified acquisition threshold** procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price (ex. log sheet).
4. Select the company that provides the lowest, most responsive, and responsible bid.
5. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

Formal Competitive Solicitation Procedures

For purchases made in excess of the **small-purchase simplified acquisition** threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid ("IFB") or Request for Proposal ("RFP") document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
  - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP

GRAND ISLAND PUBLIC SCHOOLS

- b. At least two weeks before program operations begin
- c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
- 5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the **small-purchase simplified acquisition** threshold established in the sponsor's procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

**Procurement Summary**

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles.
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- F. General Requirements:
  - 1. Small, minority, **veteran owned**, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  - 2. Ensure compliance with the Buy American Provision when purchasing food 7 CFR 210.21(d).
  - 3. A cost or price analysis in connection with every procurement action in excess of the **Small Purchase simplified acquisition** threshold including contract modifications. [2 CFR 200.323(a)]
  - 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- G. Duties of the Director of Child Nutrition or designee:
  - 1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
  - 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
  - 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
  - 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
  - 5. Place and confirm orders with vendors or make plans to purchase the required items.
  - 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
  - 7. To work with vendors on a fair and equal basis.
  - 8. To conduct an in-house procurement review once per year.

Policy Adopted: 04/12/2018

GRAND ISLAND PUBLIC SCHOOLS

Policy Revised: 11/05/2018

Policy Revised: 12/12/2019

Policy Revised: ???/??/????

# NEBRASKA

Good Life. Great Service

COMMISSION ON LAW ENFORCEMENT  
AND CRIMINAL JUSTICE

## State Grant Award



Jim Pillan, Governor

<b>Grantee</b> Hall County	<b>Grant Number</b> 26-CB-0511	<b>Date of Award</b> March 17, 2025
<b>Grant Award Period:</b> July 1, 2025 - June 30, 2026		<b>Grant Amount</b> CB: \$39,882.00 EB: \$29,638.00

### Special Conditions

This contract is subject to the standard conditions agreed to in the original application and the signed certified assurances. The Nebraska Commission on Law Enforcement and Criminal Justice (Nebraska Crime Commission) will disburse funds to the grantee provided funds are available from the Legislature. In addition, the grantee and any subgrantee must comply with the Nebraska Crime Commission guidelines and the following special conditions

1. Acceptance of Grant Award and Special Conditions
  - a. Grant award must be accepted; signed by the grantee's authorized official, lead contact, and financial lead, and returned to the Nebraska Crime Commission within thirty (30) days from the date the grant award was received by the grantee.
  - b. Special Conditions must be accepted; signed by the grantee's authorized official, lead contact, secondary contact, and the financial lead, and returned to the Nebraska Crime Commission within thirty (30) days from the date the special conditions were received by the grantee.
  - c. A private non-profit agency (subgrantee) sub-awarded funds under this project shall have a signed Grant Sub-Award and Special Conditions with the grantee. Grantee must provide the Nebraska Crime Commission with a copy of the signed Sub-Award and Special Conditions upon request at the time of a grant monitor. The Nebraska Crime Commission may also require a copy of the signed Sub-Award and Special Conditions before disbursement of funds will be issued for reimbursement to that sub-awarded agency.
2. The grantee must comply with the following reporting requirements:
  - a. Financial Reporting: Financial reporting is required to be completed, at a minimum, quarterly. Quarterly reporting in the form of a reimbursement request is due in Amplifund by the 15th of the month following the end of each quarter. If the due date falls on a weekend or holiday, submit reports on the business day prior to that weekend or holiday. Failure to submit reimbursement requests by the 15th of the reporting month they are due will be counted as late reporting. For reimbursement requests that are submitted more frequently than quarterly, requests are due in Amplifund by the 15th of the month in order for that request to be processed that month. Payment requests received after the 15th of the month may not be processed until the following month. Grant payments are on a reimbursement basis only; reimbursements cannot be made until required financial documentation from the grantee has been approved by the Nebraska Crime Commission. Reimbursements will not be made unless the grantee has also provided the required data reporting as outlined in section c below. The final reimbursement request reflecting the total grant expenditures and amount reimbursed is due no later than **45 days** from the end of the grant period. **Regardless of the start date of the grant project**, financial reporting is due for the quarters as listed below:

Jan-March:	<b>Due April 15<sup>th</sup></b>	July-Sept:	<b>Due October 15<sup>th</sup></b>
April-June:	<b>Due July 15<sup>th</sup></b>	Oct-Dec:	<b>Due January 15<sup>th</sup></b>

- b. The grantee agrees to be in compliance with any Agency MOU and User Agreement pertaining to access to AmpliFund. Violation of compliance may result in removal of access to the system.
- c. Data Reporting: Individual youth level data reporting is required to be up to date **quarterly** in the Juvenile Case Management System (JCMS), due by the **15<sup>th</sup>** of the month following the end of each quarter. When the 15<sup>th</sup> falls on a holiday, Saturday or Sunday, all reports are due the **prior** working day. Failure to report required data can result in suspension or termination of grant funds. **Regardless of the start date of the grant project**, data reporting is due for the quarters as listed below:

Jan-March:	<b>Due April 15<sup>th</sup></b>	July-Sept	<b>Due October 15<sup>th</sup></b>
April-June:	<b>Due July 15<sup>th</sup></b>	Oct-Dec:	<b>Due January 15<sup>th</sup></b>

- d. An annual report on grant activity is due no later than **45 days** from the end of the grant period.
- e. System improvement program reports are due **quarterly** following the same schedule listed above.
- f. Prevention/Promotion Programs are required to implement and administer the **Pre/Post EB-NE Assessment** to all youth served and submit to the Juvenile Justice Institute **at least quarterly**. Grantee is responsible for ensuring all sub-grantees are complying with the survey and assessment requirement.
- g. The following program types are no longer required to administer survey or assessment tools, but the tools are available to any program who wishes to continue to utilize and submit to the Juvenile Justice Institute
  - a. After School Programs (Pre/Post EB-NE Assessment)
  - b. School Interventionist Programs (Pre/Post EB-NE Assessment)
  - c. Mentoring Programs (Pre/Post EB-NE Assessment with Post Strength of Mentoring Match)
  - d. Mental Health Programs (Pre/Post EB-NE Assessment)
- h. Grantee agrees to collect and report on all required variables as identified by the Nebraska Crime Commission. Grantee agrees to address any JCMS data issues upon notification by the Nebraska Crime Commission or Juvenile Justice Institute, including accessing missing data reports quarterly and inputting missing variables. Grantee agrees to cooperate with the Juvenile Justice Institute, including accepting any technical assistance and/or training offered, to address data completion rates. Grantee understands missing data resulting in inability to evaluate the funded program may result in suspension of grant, termination of grant, and/or being ineligible for future funding.
- i. Grantee is responsible for ensuring all sub-grantees are complying with data entry requirements, annual reporting requirements, and financial reporting to the grantee.

3. Use of funds:

- a. Grant funds are to be used for the purpose stated in the approved grant application and budget. Alternations must be approved by the Grant Administrator, prior to the change taking place through submission of a Change Request in writing, instructions outlined in the Justice and Youth Programs Financial and Programmatic Guidebook.
- b. The grantee must submit a project change request when there is a need to alter the original grant application or contingencies. All project requests need to be approved, unless otherwise imposed by law. Please see the Justice and Youth Programs Financial and Programmatic Guidebook for guidelines on project change requests.

4. Accounting Procedures:

- a. The grantee shall implement and maintain an accounting system which accurately reflects income received, expenditures, and documentation of expenditures. Each source of income must be accounted for separately and a clear audit trail for each source of funding must be maintained.

- b. The grantee shall comply with all reporting and accounting procedures required as outlined in the Justice and Youth Programs Financial and Programmatic Guidebook.
  - c. Program income generated by grant funded programs will comply with the guidelines outlined in the Justice and Youth Programs Financial and Programmatic Guidebook. Income will be utilized to cover project expenditures on allowable expenses prior to grant funds being requested during the grant award period. Program income will be reported with payment requests in Amplifund as outlined in the Justice and Youth Programs Financial and Programmatic Guidebook.
  - d. Match funds, when applicable, need not be applied at the exact time or in the required proportion to the obligation of state funds. However, the full match-share must be obligated by the end of the project period. Accounting records are to be available for monitors and audits.
  - e. If at any time an impropriety is found in the accounting or use of any funds received by the grantee, the Nebraska Crime Commission must be notified immediately and informed about how the agency will address the problem.
  - f. Grantee must disclose to the Crime Commission, in a timely manner and in writing, any potential misconduct by a principal, employee agent, subrecipient, contractor, or other person, in connection with funds under this award. Potential misconduct includes criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct.
  - g. The grantee will maintain time records to clearly document the hourly activity of each grant funded position to show the actual percentage of time charged to the funding source. If a position is 100% funded by the grant and/or 100% of duties are on allowable grant funded activities, an attestation certifying as such may be submitted every quarter in lieu of an hourly time record. Records will be maintained by the grantee to document any differences between budgeted and actual personnel grant costs. Timesheets for the grant funded positions shall include the signature of the employee and their supervisor.
  - h. State, County, and Tribal Guidelines must be followed for the purchase of equipment or services, and for the property management or disposal of equipment purchased with state grant funds. Property records for equipment purchased must be maintained which include a description, serial number, source, title holder, acquisition date, cost, percentage of state dollars funded, location, and use and condition of the equipment. The grantee must adhere to written procurement procedures. All contracts that are written must go through a procurement process. Counties must adhere to Nebraska Revised Statute 23-3108. State agencies must follow the procurement process that is governed by DAS: [http://das.nebraska.gov/material/purchase\\_bureau/agency-info.html](http://das.nebraska.gov/material/purchase_bureau/agency-info.html) All other entities must follow their written procurement process and if a procurement process is not in place, then the entity must use Nebraska's procurement process governed by DAS.
5. ACH Payment Requirement: Grantees receiving payments from the Nebraska Crime Commission are required to receive payments via the Automated Clearing House (ACH) payment. Grantees not registered to receive ACH payments from the State of Nebraska must complete registration paperwork and return it to the Nebraska Crime Commission. Registration forms are located at [https://das.nebraska.gov/accounting/forms/ACH\\_W9\\_Fillable.pdf](https://das.nebraska.gov/accounting/forms/ACH_W9_Fillable.pdf).
  6. The grantee assures full cooperation with the Nebraska Crime Commission in the monitoring of the grantee's compliance. Monitoring may include submission of any required documentation, requests for information, and on-site visits.
  7. The grantee agrees the Lead Contact and the Financial Lead will complete Grant Management Training sponsored by the Nebraska Crime Commission, at a minimum of once every three years. Grantees receiving funding for the first time or those that have had turnover in the above positions will be required to complete Grant Management Training within the first year.
  8. The Nebraska Crime Commission shall have access to all project-related materials for the purposes of audit and examinations. All records shall be retained for five (5) years from the date of the final fiscal report, unless an audit is in progress, or the findings of a completed audit have not been resolved satisfactorily.

9. The grantee agrees that any publication or publicity (written, visual, or audio) funded in whole or in part with state funds by the Nebraska Crime Commission will include an acknowledgement of funding that shall contain the following statement: "This project is supported by Grant No. \_\_\_ awarded by the Nebraska Crime Commission and points of view or opinions contained in this document are not those of the Community-based Juvenile Services Aid Program" A copy of such publicity or publication shall be sent to the Nebraska Crime Commission.
10. The grantee assures it, and all its contractors, will comply with all applicable nondiscrimination requirements as set forth by federal and state laws. No person shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or be denied employment in connection with any activities receiving funds under the Community-based Juvenile Services Aid Program on the basis of race, color, national origin, religion, sex (including pregnancy), disability, or marital status.

In addition to the foregoing, in the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing, on the basis of race, color, religion, nation origin, or sex against the grantee, the grantee will forward a copy of the finding to the Nebraska Crime Commission.

11. All agencies who are participants in the awarded project shall establish and maintain a drug-free workplace policy.
12. The grantee agrees to comply with any modification or additional requirements that may be imposed by law or the Nebraska Crime Commission.
13. The misuse of award funds may result in a range of penalties, including suspension or termination of current and future funds, recoupment of money provided under an award, and civil and/or criminal penalties. The grantee agrees to comply with any additional requirements that may be imposed as a result of grant performance
14. The grantee agrees to comply with the eligibility requirements, funding purposes, funding requirements, funding limitations, procurement regulations, budget restrictions, and all other requirements outlined in the applicable Community-based Juvenile Services Aid Request for Application. Access to this document can be requested from the Nebraska Crime Commission. The grantee agrees to comply with all reporting, data collection, and evaluation requirements as prescribed by the Nebraska Crime Commission and Nebraska Revised Statute §43-2404.01 and §43-2404 02 and Title 75, Chapter 1; Distribution of Community-based Juvenile Services Aid.
15. Termination: The Grant Agreement may be terminated, in whole or in part, as follows:
  - a. The Nebraska Crime Commission may terminate the Grant Agreement if grantee fails to comply with the terms of the Grant Agreement; for cause; or as otherwise set forth in this award, applicable law, or the Grant Agreement
  - b. Grantee may terminate the Grant Agreement upon sending written notification to the Nebraska Crime Commission setting forth the reasons for such termination, the effective date of termination, and in the case of partial termination, the portion to be terminated. However, if the Nebraska Crime Commission determines, in the case of partial termination, that the reduced or modified portion of the Grant Agreement will not accomplish the purposes for which the award was made, the Nebraska Crime Commission may terminate the Grant Agreement in its entirety. In either case, the effective date shall be as provided by Grantee as consistent with the period set forth in the Grant Agreement
  - c. The Nebraska Crime Commission and the Grantee may agree to terminate the Grant Agreement; however, the two parties must agree, in writing, upon the termination conditions, including the effective date, and in case of partial termination, the portion to be terminated.

In addition to the procedures set forth in the Closeout and Post-Closeout section herein (if applicable), if the Grant Agreement is terminated by Grantee, or by the Nebraska Crime Commission for any reason, including, but not limited to, as set forth in the Remedies for Noncompliance section herein, Grantee shall not incur new obligations after the notice of termination of the Grant Agreement, and shall cancel as many outstanding obligations as possible. The Nebraska Crime Commission shall give full credit to Grantee for the state share of noncancelable obligations properly incurred by Grantee prior to termination, and costs incurred on, or prior to, the termination date.

16. Closeout And Post-Closeout:
  - a. *Closeout.* The following closeout procedures apply to the Grant Agreement at the end of each Period of Performance

- i. Grantee shall follow all invoicing and liquidation requirements contained in the Grant Agreement, Justice and Youth Programs Financial and Programmatic Guidebook, and as directed by the Nebraska Crime Commission;
  - ii. Consistent with the terms of the state appropriation, and after all reports are received, the Nebraska Crime Commission shall make any necessary adjustments upward or downward in the state share of costs;
  - iii. The Nebraska Crime Commission shall make prompt payments, as consistent with the terms set forth herein, for all actual and allowable costs under the terms of the Grant Agreement; and
  - iv. Grantee shall notify the Nebraska Crime Commission of any unobligated award balances.
- b. *Post-Closeout Adjustments and Continuing Responsibilities.* The closeout of the Grant Agreement does not affect any of the following:
- i. The right of the Nebraska Crime Commission to disallow costs and recover funds on the basis of a later audit or other review. The Nebraska Crime Commission shall make any cost disallowance determination and notify Grantee within the record retention period;
  - ii. The obligation of Grantee to return any funds due as a result of later refunds, corrections, or other transactions;
  - iii. Audit requirements;
  - iv. As applicable, property management and disposition requirements; and
  - v. Records retention, as required herein.

After closeout of the award, a relationship created under the award may be modified or ended in whole or in part with the consent of the Nebraska Crime Commission and Grantee, provided the responsibilities of Grantee referred to above, including those for property management, as applicable, are considered and provisions made for continuing responsibilities of Grantee, as appropriate.

17. Remedies For Noncompliance: The Nebraska Crime Commission may, if Grantee fails to comply with statutes, regulations, or with the terms of the Grant Agreement:
- a. Temporarily withhold any payments pending the correction of the deficiency by;
  - b. Disallow all or part of the cost of the activity or action not in compliance;
  - c. Wholly or partly suspend or terminate the Grant Agreement (see Termination section herein);
  - d. Recommend suspension or debarment proceedings be initiated by the Federal Funding Agency; and/or
  - e. Take any other remedies that may be legally available.

If the Nebraska Crime Commission imposes items a(iii), a(iv), or a(vi) above, the Nebraska Crime Commission may withhold future payments or seek repayment to recoup costs paid by the Nebraska Crime Commission.

Nothing in this section shall preclude the pursuit of other remedies as allowed by law.

18. Funding Availability:

The Nebraska Crime Commission may terminate the Grant Agreement, in whole or in part, in the event funding is no longer available. Should funds not be appropriated, the Nebraska Crime Commission may terminate the award with respect to those payments for the fiscal years for which such funds are not appropriated. The Nebraska Crime Commission shall give Grantee written notice thirty (30) days prior to the effective date of any termination under this section. The Nebraska Crime Commission shall give full credit to Grantee for non-cancelable obligations properly incurred by Grantee prior to termination, and costs incurred on, or prior to, the termination date. If amounts contained on a funding memo or Amplifund budget is greater than the amount contained in the Grant Award, that additional amount does not represent a guarantee of additional funding. Additionally, approved budgets awarded may be based on the total amount of expected funding, and not actual available funding appropriated to the Nebraska Crime Commission from the Nebraska Legislature. Any attached budget only represents a guarantee of the amount of funding included in the Grant Award.

19. NEBRASKA TECHNOLOGY ACCESS STANDARDS. Grantee shall review the Nebraska Technology Access Standards, available on the Nebraska Information Technology Commission website, at <https://nltc.nebraska.gov/>, and ensure that products and/or services provided under the Grant Agreement comply with the applicable standards. In the event such standards change during Grantee's performance, NCC may create an amendment to the Grant Agreement to request that Grantee comply with the changed standard at a cost mutually acceptable to the parties. This section shall apply only if, under Neb. Rev. Stat. § 73-205, the Grant Agreement involves the expenditure of state funds in the purchase of information technology or an automated information system.

20. Sub-Awards:

- a. A private non-profit agency (subgrantee) sub-awarded funds shall agree to and sign these same Special Conditions. The subgrantee is bound by the same requirements as the grantee as outlined in these Special Conditions and will follow the same reporting and accounting procedures required of the grantee, including all requirements outlined in the Justice and Youth Programs Financial and Programmatic Guidebook.
- b. The subgrantee will submit detailed invoices with supporting documentation to the grantee for reporting to the Nebraska Crime Commission as outlined in section 2, reporting requirements.
- c. A private non-profit agency awarded funds shall have two (2) members of the Board of Directors review, on a quarterly basis, all expenditures for the agency. Board minutes shall reflect this review and be provided upon request.
- d. The subgrantee agrees to comply with all reporting, data collection, and evaluation requirements as prescribed by the Nebraska Crime Commission, by these Special Conditions, and Nebraska Revised Statute §43-2404.01 and §43-2404.02 and Title 75, Chapter 1; Distribution of Community-based Juvenile Services Aid.
- e. The grantee will conduct programmatic and financial monitoring of all sub-awards and subgrantees for compliance with these special conditions and the Justice and Youth Programs Financial and Programmatic Guidebook to ensure that the subaward is used for authorized purposes, in compliance with federal statutes, regulations, and the terms and conditions of the subaward, and that subaward performance goals are achieved.
- f. The grantee shall ensure that all contractors and subrecipients comply with all requirements of the Grant Agreement and applicable federal, state, county, and municipal laws, ordinances, rules, and regulations.

**Signatures**

I have read the above special conditions and understand they are part of the binding grant award contract. By signing below, I am accepting the grant award and agreeing to abide by the special conditions. I acknowledge failure to satisfactorily meet all conditions and requirements of the grant as outlined in these special conditions, Request for Application, and Justice and Youth Programs Financial and Programmatic Guidebook may result in suspension or termination of the grant award.

<b>Grantee</b>	<b>Award and Special Condition Acceptance</b>
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*Karina Robles*                      7-3-25  
 Grantee Lead Contact Signature                      Date

\_\_\_\_\_  
 Authorized Official Signature                      Date

Karina Robles, Director  
 Typed Name and Title

\_\_\_\_\_  
 Typed Name and Title of County Authorized Official

**Special Condition Acknowledgement and Acceptance**

*Dr. Summer E. Stephens*                      07/05/2025  
 Subgrantee Contract Signature                      Date

\_\_\_\_\_  
 Financial Contact Signature                      Date

Dr. Summer E. Stephens, Assoc. Supt.  
 Typed Name and Title of Subgrantee

\_\_\_\_\_  
 Typed Name and Title of Financial Contact



**General Information**

Client Name	Hall County School District 2	Created Date	07/25/2025
Service Start Date	08/13/2025	Quote Expiration Date	07/31/2025
Service End Date	05/21/2026	Prepared by	Madison Dantzler

**Client Information**

Client Contact	Renee Engel	Street	2124 North Lafayette Ave
Phone	308.385.5950	City	Grand Island
Email	rengel@gips.org	State	Nebraska
		Zip	68803

**Order Details - Fee Schedule**

<b>Speech Language Pathology</b>	
Committed FTE	1.00
Forecasted FTE Need	1.00
Monthly Committed Hours	141.0
# School Days	187
Rate for Committed Hours	\$80.00
Rate for Hours in excess of Committed Hours	\$92.00
Clinical Maintenance Fee (applied to all invoices)	3.00%



Modified Terms

Client may elect to pay the total committed fees as listed in the Service Order within fifteen (15) days of the Service Start Date and Huddle Up will provide a five percent (5%) discount on the minimum fees due.

Pay annually up front and receive a 5% discount. (Recommended)

Pay monthly throughout the term beginning with Service Start Date.\*

\*Default if neither is selected.

Billing Contact

Contact Name	Renee Engel	Bill to Account Name	Hall County School District 2
Email	rengel@gips.org	Phone	308.385.5950

Master Service Agreement

Except as expressly set forth in this Service Order, the Parties agree to be bound by the terms of Huddle Up's Master Services Agreement ("Agreement"). The Agreement is provided in conjunction with this Service Order or upon request. To the extent there is a conflict between this Service Order and the Agreement, this Service Order shall govern. The signatory below represents that he or she has the authority to bind Client to the terms of this Agreement. The terms of this Service Order are Confidential Information. The effective date of this Agreement is the date of the last signature below ("Effective Date").

Huddle Up Care, Inc. by:

Signature

Signed by:   
BEB4E7435126465...

Name

Chris Sidor

Title

VP of Sales

Date

7/28/2025

Client

Client Name by:

Signature

Signed by:   
24DFBCB4F0A9469...

Name

Dr. Summer Stephens

Title

Associate Superintendent

Date

7/28/2025

Client



Client Name by:

Signature

Name

Title

Date

DocuSigned by:

A handwritten signature in black ink that reads 'Renee Engel'. The signature is enclosed in a blue rounded rectangular box.

FADF9E575DE9457...

Renee Engel

Director of Special Education

7/28/2025



## Master Services Agreement

This Master Services Agreement ("MSA") is by and between Huddle Up Care, Inc., a Delaware Corporation ("Huddle Up") and the Client and will commence upon the date of execution of a Service Order that references this agreement ("Effective Date"). Huddle Up and Client may individually be referred to as a "Party" and collectively as "Parties".

1. **Structure of Agreement.** This MSA shall apply each time Client engages with Huddle Up for the provision of services and/or products ("Services"). The Services shall be described in one or more schedules (each, a "Schedule"), service orders (each, a "Service Order"), and/or exhibits (each, an "Exhibit"), each of which shall reference this MSA. Each Schedule, Service Order, and Exhibit entered into or delivered hereunder (each, an "Incorporated Document" and collectively, "Incorporated Documents") may provide additional terms and conditions related to the Services. This MSA and Incorporated Documents are collectively referred to as the "Agreement". In the event of a conflict of between the terms of this MSA and the terms of any Incorporated Document, the terms of the MSA shall control; provided, however, that the Parties may in any Incorporated Document specifically, with reference to this MSA, agree to: (a) exclude or except an otherwise controlling provision of this MSA; or (b) adopt a clause or provision to apply in lieu of any of an otherwise controlling provision of this MSA.

2. **Services.** Huddle Up shall provide Client with the Services set forth on each Service Order.

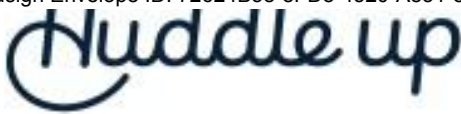
3. **Term.** The Term of this Agreement shall commence on the Effective Date and will end on the Service End Date set forth in each Service Order ("Term").

4. **Termination.**

- a. **Termination for cause.** Either party may terminate this Agreement if the other party breaches any material term of this Agreement and does not cure such material breach within thirty (30) days of receiving written notice of the breach (which notice shall include the nature and extent of the breach and specify the effective date of termination).
- b. **Termination without cause.** Either party may terminate this Agreement for any reason by providing written notice thirty (30) or more days prior to the Service End Date.
- c. **Effects of Termination.** Upon the termination of the MSA or the expiration or termination of any Incorporated Document for any reason, (a) all Fees owed to Huddle Up that accrued prior to such termination or expiration will be immediately due and payable and (b) Client shall not be entitled to a refund for any Fees paid by Client prior to the date of termination and (c) Client agrees that any termination of this Agreement shall not affect Huddle Up's rights to payment due to it.

5. **Fees; Payments.**

- a. In consideration of the provision of the Services provided by Huddle Up and the rights granted to Client under this Agreement, Client shall pay the fees as set forth in the related Service Orders and Schedules. In the event that Huddle Up provides additional Services, which have been requested by Client in writing, Huddle Up shall be entitled to bill Client for those additional Services. Huddle Up will invoice Client electronically at the email address for invoices provided by Client to Huddle Up. Huddle Up generally accepts Automated Clearing Hours ("ACH") and other electronic payments. If any amount Client owes under this Agreement is not paid within thirty (30) days of its due date as specified in the applicable Service Order or Schedule, Client agrees that Huddle Up may stop providing



the Services until such overdue amount is paid in full. All overdue amounts will accrue interest until paid at the rate of the lesser of one and a half percent (1.5%) per month or the maximum rate allowed by law. Client will have materially breached this Agreement if any amount remains unpaid more than thirty (30) days after the due date. Huddle Up's remedies under this Section are cumulative of its other available remedies. If Client believes that Huddle Up has billed Client incorrectly, Client must contact Huddle Up no later than fifteen (15) days after receipt of the invoice, and the Parties will work together to correct any errors.

- b. Taxes. Client is responsible for all taxes deriving from this Agreement, except for taxes on Huddle Up's income, unless Client provides a state tax exemption certificate. If Client does not submit a tax exemption certificate to Huddle Up, Client may be invoiced for any applicable taxes.

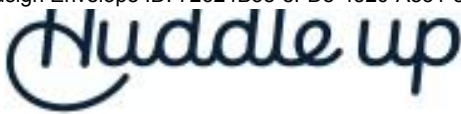
6. Professional Liability. Huddle Up maintains professional liability insurance and will provide its most recent Certificate of Insurance (CoI) and/or name the Client as an additional insured within the Policy upon request.

7. Limitation of Liability.

- a. General. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, OR PUNITIVE DAMAGES OF ANY KIND, INCLUDING BUT WITHOUT LIMITATION, DAMAGES FOR LOST PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES, EVEN IF SUCH PARTY WAS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY HEREIN. UNDER NO CIRCUMSTANCES WILL Huddle Up BE LIABLE TO CLIENT FOR ANY AMOUNT IN EXCESS OF THE TOTAL FEES PAID BY CLIENT TO Huddle Up IN THE LAST TWELVE (12) MONTHS FOR THE SERVICES PROVIDED UNDER THE APPLICABLE INCORPORATED DOCUMENT (WHETHER THE LIABILITY ARISES FROM THERAPY SERVICES OR OTHERWISE).
- b. Force Majeure. A party is not liable under this Agreement for delay in performance or non-performance caused by events or conditions beyond the party's reasonable control, including acts of God, fire, war, terrorism, third party criminal acts, any law or governmental regulations, or labor dispute, and the period of performance will be deemed extended to reflect such delay as agreed by the parties.
- c. Timing of Actions. Prior to bringing any lawsuit or other claim, the parties shall first attempt to resolve any dispute related to this Agreement or the underlying Services by good faith mutual discussions lasting at least thirty (30) days. Neither party shall file a lawsuit or other claim for any matter related to this Agreement or the underlying Services more than twelve (12) months after the date the cause of action arose.

8. Workforce.

- a. Huddle Up will be responsible for maintaining proper licensure, credentialing and oversight of its licensed providers. Huddle Up reserves the right to assign or subcontract performance of some or all the Services to appropriately credentialed therapists who are not Huddle Up employees. Huddle Up will provide Client with evidence of all required licensure upon request.
- b. Relationship to Client. Client and Huddle Up agree the relationship of Huddle Up (together with its individual employees) to Client is strictly as an independent contractor. As between Client and Huddle Up, Huddle Up is responsible for the withholding and other



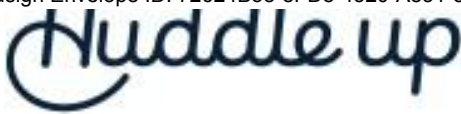
employment-related tax collection obligations for Huddle Up's employees. Nothing contained in this Agreement shall be construed as creating any agency, partnership or other form of joint enterprise between the parties.

9. Monitoring and Evaluation; Limited Warranty.

- a. Huddle Up will cooperate with Client's reasonable requests to monitor or evaluate Huddle Up's performance of the Services.
- b. Huddle Up MAKES NO WARRANTIES EXCEPT FOR THOSE EXPRESSLY PROVIDED IN THIS AGREEMENT. ALL OTHER WARRANTIES, EXPRESS AND IMPLIED, ARE EXPRESSLY DISCLAIMED.

10. Confidentiality; Intellectual Property.

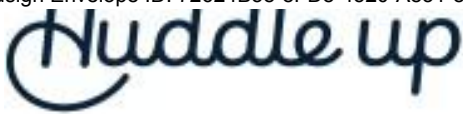
- a. Huddle Up takes the confidentiality of students' information seriously. When Huddle Up receives or creates student data, including "education records" as defined by regulations issued under the Family Educational Rights and Privacy Act ("FERPA"), Huddle Up will only use such information in support of providing or improving the Services and will not re-disclose personally identifiable information from such data to third parties in a manner not permitted by the criteria specified in Client's standard privacy policy for education records (to the extent Client has provided Huddle Up with such policy and it applies to the Services), and will not otherwise use or disclose such data without first de-identifying it to remove any reasonable basis to identify Client or any student as the source. Huddle Up uses third-party software and cloud storage vendors to store electronic information in certain scenarios, and Client agrees the mere online storage or processing of student data is not a breach of this Section. Notwithstanding anything else in this Agreement to the contrary, Huddle Up shall be permitted to disclose confidential information to third parties as necessary in any and all instances where Huddle Up becomes aware of actual or threatened self-harm or violence by a student or other similarly emergent situations, as determined by Huddle Up in its professional discretion.
- b. Required Consents. Client represents that its provision of student data to Huddle Up, and Huddle Up's use and disclosure of such data as described in paragraph (a) above, is permitted by Client's privacy policy applicable to education records, including FERPA- and COPPA-required privacy notices to parents, and that Client has obtained and will maintain all parental consents and other disclosures required for Client to provide Huddle Up with, and for Huddle Up to use and disclose, such student data as provided in this Agreement. As a condition to Huddle Up providing the Services, Client agrees it will not change its privacy policies or agree to restrict or limit its ability to disclose student data in a manner that would interfere with Huddle Up's ability to provide the Services, except as otherwise required by a change in applicable law or regulation.
- c. HIPAA. The parties acknowledge and agree that, in connection with performing the Services, Huddle Up and/or Client may be receiving "Protected Health Information" (as defined in 45 CFR §160.103). Each party agrees to maintain the confidentiality, privacy, and security of Protected Health Information to the extent required by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), Subtitle D of the Health Information Technology and Economic and Clinical Health Act ("HITECH"), and the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time. Nothing in this Section is intended to or shall limit, restrict, or govern a party in its use or disclosure of Protected Health Information for treatment purposes or in any manner that is otherwise permitted or required under HIPAA, HITECH, or the regulations promulgated under HIPAA and HITECH, or other applicable law.
- d. References. Huddle Up may publicly announce the execution of this Agreement and offer Client as a reference and/or case study to its prospective Clients and other partners, as



well as use Client's logos and other branding in Client lists, websites, and other materials advertising Client's use of the Services.

- e. Intellectual Property. Huddle Up is and shall remain the sole and exclusive owner of:
- i. any and all creative ideas, designs, developments, inventions, works of authorship, know-how, or work results ("Creations") created by Huddle Up;
  - ii. any and all copyrights, patents, trademarks, design rights or registrations, trade secrets, confidential information, or similar intellectual property rights ("IP Rights") owned by Huddle Up and
  - iii. any and all Creations and IP Rights created by or on behalf of Huddle Up as a result of or related to the Services performed hereunder (subsections (i)-(iii) collectively, "Huddle Up's IP"). Huddle Up hereby grants Client a non-exclusive, royalty-free, non-sublicensable and non-transferable license under Huddle Up's IP to the extent necessary to enable Client to use and receive the full benefit of the Services. No license to any of Huddle Up's IP, implied or otherwise, is granted hereunder for any use beyond that necessary for Client to receive the benefit of the Services.
- f. Nondisclosure. All information disclosed by one Party (in such capacity, the "Disclosing Party") to the other Party (in such capacity, the "Receiving Party") during the Term that is either identified in writing at the time of disclosure as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of the disclosure, whether in oral, written, graphic or electronic form, shall be deemed to be "Confidential Information." Information will not be considered Confidential Information if the information is or was: (i) publicly available through no act or omission of the Receiving Party; (ii) in the Receiving Party's lawful possession prior to disclosure by the Disclosing Party and not obtained either directly or indirectly from the Disclosing Party; (iii) lawfully disclosed to the Receiving Party by a third party without restriction on disclosure; or (iv) independently developed by the Receiving Party without use of or access to the Disclosing Party's Confidential Information. The Parties agree, that during the Term and for a period of one year thereafter (or, as applicable, with respect to Confidential Information that is a trade secret, indefinitely) after its termination, to hold each other's Confidential Information in confidence and not to disclose such information in any form to any third party without the express written consent of the disclosing party, except to employees, subcontractors, or agents (collectively, "Representatives") who are under a non-disclosure agreement protecting the applicable Confidential Information in a manner no less restrictive than this Agreement, unless otherwise required to do so by law, regulation, or order of a court of law. Each Party shall remain responsible for any breaches of the Section by any such Parties' Representatives.

11. Clinician Conversion. During the Term of this Agreement, Client may not, directly or indirectly, solicit, induce, hire, or attempt to hire any Huddle Up clinician that has provided Services at any point in time to the Client except in accordance with the terms set forth in this section. Client shall notify Huddle Up of its intent to offer employment to any clinician not less than ten (10) calendar days prior to offering such employment (any clinician that accepts such offer of employment, a "Converted Clinician"). Upon the date a Converted Clinician commences employment with Client (the "Conversion Effective Date"), the Client shall pay to Huddle Up as consideration for the introduction, a fee equal to the greater of (i) \$50,000 or (ii) 75% of the annualized, twelve-month fee for the Converted Clinician's provision of Services, regardless of whether the Converted Clinician ultimately provided Services to Client through Huddle Up. This clause shall survive termination of this agreement for a period of twelve (12) additional months.



12. Governing Law; Waiver of Jury Trial. This Agreement will be governed by and construed in accordance with the laws of the state of Delaware. EACH PARTY ACKNOWLEDGES THAT ANY CONTROVERSY THAT MAY ARISE UNDER THIS AGREEMENT IS LIKELY TO INVOLVE COMPLICATED AND DIFFICULT ISSUES AND, THEREFORE, EACH SUCH PARTY IRREVOCABLY AND UNCONDITIONALLY WAIVES ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY WITH RESPECT TO ANY LEGAL ACTION ARISING OUT OF OR RELATING TO THIS AGREEMENT.

13. Notices. Notices required or permitted by this Agreement must be written and given to the party at the address specified above by hand delivery, certified mail, return receipt requested, or overnight delivery.

14. Severability. If any term of this Agreement is found by a court of competent jurisdiction to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other term of this Agreement. Upon a determination that any term is invalid or unenforceable, the court shall modify this Agreement to affect the original intent of the parties as closely as possible to the greatest extent possible.

15. Entire Agreement; Other. This Agreement constitutes and expresses the entire agreement and understanding between the parties concerning the subject matter of this Agreement and shall supersede any prior agreements and discussions, whether written or oral. The content of this contract is to remain confidential except as may otherwise be required by law. This Agreement benefits solely the parties to this Agreement and their respective permitted successors and assigns, and nothing in this Agreement, express or implied, confers on any other person or entity any legal or equitable right, benefit, or remedy of any nature whatsoever under or by reason of this Agreement. Original signatures sent and received electronically (e.g., by email with PDF attached or by Digital Signature) are binding.

16. Survival. Sections 4, 5, and 7-15 will survive the expiration or termination of this Agreement.



## Clinical Service Schedule

This Clinical Service Schedule ("Clinical Service Schedule") is incorporated and made part of the Master Services Agreement ("MSA") between Huddle Up and Client and lists the terms and conditions for Services. Capitalized terms not defined in this Clinical Service Schedule shall have the meaning set forth in the MSA. In the event of a conflict between this Clinical Service Schedule and the MSA, unless specifically referred herein, the MSA shall govern.

1. **Clinical Services.** This Clinical Services Schedule lists the terms and conditions of Services Client may purchase, which includes direct clinical therapy, indirect clinical services, IEP development, attendance to meetings, access to technology, and other services that Huddle Up deems appropriate to facilitate and support clinical care (collectively, "Clinical Services").
2. **Huddle Up Responsibilities**
  - a. Huddle Up will manage recruiting, licensing, and credentialing of professional therapist(s) for Clinical Services.
  - b. Huddle Up will assign a Client Success Manager to serve as the Client's primary point of contact.
  - c. Huddle Up will provide a copy of the fully executed Agreement, signed W-9, and certificate of insurance to Client upon request.
  - d. Maintain quality clinical standards through therapist oversight and education.
3. **Client Responsibilities**
  - a. Client agrees to provide and maintain a specially designated location(s) ("Site" or collectively "Sites") to which Huddle Up may deliver Clinical Services for the Client. The Site designated by the Client must have an area that is quiet, confidential, and relatively free of distraction. Client also agrees to provide an adult supervisor at the Site whenever Clinical Services are being delivered. Client must provide high speed internet connectivity when receiving Clinical Services at its Site. Individuals may access Huddle Up's platform from any device with internet connectivity. Client shall be responsible for student access and usage of equipment. Client agrees to use Huddle Up's platform and video conferencing provider. Client will provide a primary point of contact to Huddle Up for each Site.
  - b. Client shall designate a primary point of contact from its organization to ensure that Client's implementation tasks are completed in a timely manner and that implementation stays on schedule.
  - c. Client and its staff agree to reasonably cooperate and communicate with Huddle Up personnel and provide effective and timely decision making on matters regarding the Services and ensure Huddle Up has ready access to Client's staff, systems, and documentation systems when necessary. Additionally, Client shall (i) cooperate with Huddle Up in its performance of the Services and provide access to its premises, employees, and equipment as required to enable Huddle Up to provide the Services, (ii) comply with all applicable laws, and (iii) when on its premises, provide Huddle Up's staff and other representatives with a workplace with the same safeguards provided by Client to its own employees and contractors.
  - d. Client will notify Huddle Up upon execution of this Agreement if Client or its state require a therapist to obtain educator or other credentials that are separate from state licensure specific to the therapist's practice area.



- e. Finalized caseload details must be provided at least fourteen (14) days prior to the Service Start Date. Students with out-of-compliance documentation will be included in the caseload count and therapists will work with the district to make documentation compliant. Caseload details include but are not limited to, full student list, IEP minutes and frequency per student and supervision caseload (if applicable). This information will be used by Client and Huddle Up to ensure compliance and utilization of Services.
  - f. If specific assessments or evaluation materials are requested, Client agrees to provide such materials or reimburse Huddle Up for providing such materials. Client agrees to provide Huddle Up access to on-site testing materials. Client agrees to also provide Huddle Up, in the time and manner requested, without charge, access to and use of Client's software systems and databases for purposes of viewing and creating student records, therapy documentation, and other information related to the Services. If requested, Client will work with Huddle Up on providing bulk data access or fulfilling bulk data requests.
4. Fee and Payment Terms. Client shall pay all fees specified in the applicable Service Order for Clinical Services. Unless otherwise specified, all fees shall be due and payable net thirty (30) days from the date of invoice.
- a. Client will be responsible for any committed dollar amounts or associated dollar amounts for committed volumes specified in each Service Order regardless of caseloads, hours, or absences ("Committed Minimum"). If Client's fees are less than the Committed Minimum for a specific invoice period, Client will be responsible for paying the Committed Minimum. If Client exceeds the Committed Minimum for a specific invoice period, the additional units will be billed at the applicable add-on rates specified in each Service Order.
  - b. Under the per student model, Client will be subject to increased costs associated with the addition of students to its initially agreed upon caseload. This happens automatically when a student is added to the caseload. Caseloads will be shared with the Client monthly, who will be responsible for ensuring the caseload is up to date. Per student fees are based on caseload assumptions provided by the Client (major assumptions will be listed in each Service Order). If Client makes any changes to the caseload assumptions, Huddle Up may make a pricing adjustment to the per student fees. If Client requests Services not covered by per student pricing, Client acknowledges they may owe additional fees.
  - c. For per day rates, these applicable rates will be charged for any day that Huddle Up delivers Clinical Services and are inclusive of up to 7.5 hours per day. In the event that more than 7.5 hours are worked in a given day, the Client will be charged for the additional time at the equivalent hourly rate for excess or overage.
  - d. Client will be responsible for paying Huddle Up for all time spent providing Services. Each time entry will be billed to you in six-minute increments, rounding up to the nearest tenth of an hour.
  - e. Client acknowledges that custom requests may be subject to additional charges.
  - f. Client agrees to reimburse Huddle Up for all necessary and reasonable travel expenses incurred in connection with the Services provided, including compensation for travel time and mileage reimbursed at the then-current IRS standard mileage rate.
  - g. Client agrees to reimburse Huddle Up for the costs associated with any educator or other credentials that are separate from state licensure specific to the therapist's practice area required by the Client.
  - h. If a cancellation or request to reschedule a scheduled session occurs less than 24-hours in advance, the session will count as completed, and Client will be charged the applicable full amount for the scheduled session. If a student doesn't show up to a scheduled session within 5 minutes of



the scheduled time, the session will be marked as a no show and Client will be charged the applicable full amount for the scheduled session.

- i. Service will begin on or around the Service Start Date designated in each Service Order. Implementation starts immediately following the signing of the Agreement, and both parties will work together in good faith to complete implementation as soon as possible. If, in Huddle Up's sole discretion, Client is not ready by the Service Start Date or if Client causes Services to be delayed, Huddle Up is entitled to full payment in accordance with the signed Agreement, and Client will not be entitled to compensatory Services for the time period following the Service Start Date during which Client was not ready to implement the Services or where Client causes Services to be delayed. If Huddle Up, in its sole discretion, is not ready to start on the Service Start Date or causes services to be delayed, the Client has one week to elect in writing one of the following options: 1) compensatory time be provided to assigned students or 2) Huddle Up calculates a prorated credit that will be applied to future orders. If the Client elects compensatory time in writing, Huddle Up cannot guarantee the same clinician or schedule availability to provide compensatory time. However, Huddle Up will work to provide compensatory services to assigned students in a reasonable time frame and in coordination with the Client.

# LETTER OF INTENT



NAME & TITLE OF AGENCY ADMINISTRATOR Click or tap here to enter text. <b>Dr. Summer Stephens</b>	NAME & TITLE OF PROJECT DIRECTOR Click or tap here to enter text. <b>Renee Engel</b>
NAME OF AGENCY  Hall County School District 2	ADDRESS (INCLUDES STREET, CITY, & ZIP CODE) <b>123 S. Webb Rd Grand Island, NE 68802 -4904</b>
COUNTY NAME & NUMBER Hall County (40-0002-000)	TELEPHONE & FAX NUMBER (INCLUDE AREA CODE) Click or tap here to enter text. <b>(308) 385-5900</b>
ADMINISTRATOR'S EMAIL ADDRESS Click or tap here to enter text. <b>123 S. Webb Rd Grand Island, NE 68802-4904</b>	PROJECT DIRECTOR'S EMAIL ADDRESS Click or tap here to enter text. <b>rengel@gips.org</b>
TITLE OF PROJECT Click or tap here to enter text. <b>Journey to Inclusion</b>	TOTAL AMOUNT REQUESTING Click or tap here to enter text. <b>\$ 70 ,4 9 0</b>
PROPOSED PROJECT DURATION (MM/DD/YY – MM/DD/YY) Click or tap here to enter text. <b>08/01/2025 to 07/31/202 6</b>	APPLICATION DATE (MM/DD/YY) Click or tap here to enter text. <b>04/28/2025</b>
FEDERAL TAX ID NUMBER Click or tap here to enter text. <b>05-0733792</b>	FIRST YEAR OF CONTINUATION Click or tap here to enter text. <b>Continuation (5th year)</b>
SAM EXPIRATION DATE (ANNUAL RENEWAL REQUIRED) Click or tap here to enter text. <b>09/03/20 2 5</b>	UNIQUE ENTITY ID (SEE SAM.GOV) Click or tap here to enter text. <b>L95GBBCJA4J5</b>
FOR NDE USE ONLY IDEA PART C _____ RESTRICTED	INDIRECT COST RATE <i>Approved by your cognizant agency</i> Click or tap here to enter text. <b>N A</b>

*Dr. Summer E. Stephens*

*Renee Engel*

SIGNATURE OF AUTHORIZED AGENCY OFFICIAL

SIGNATURE OF PROJECT DIRECTOR

**Jul 1, 2025**

**Jun 23, 2025**

DATE

DATE



**EMAIL TO:**

[nde.spedmail@nebraska.gov](mailto:nde.spedmail@nebraska.gov)

*district package revised 5/25 v5*

**NEBRASKA DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION**



**Journey to Inclusion – Promoting Engagement and  
Knowledge Grant**

<p>PROJECT TITLE <i>Click or tap here to enter text.</i> Journey to Inclusion</p>	<p>PRIMARY CONTACT &amp; EMAIL <i>Click or tap here to enter text.</i> Cassie Blase (cblase@gips.org)</p>
---	---

Title.

## Journey to Inclusion Grant Application

Districts Requesting Direct Funding

\*Note: If you are unable to finish the application in one session, please return to this survey using the same web browser that you began the survey with to continue where you left off. You may either leave the tab open, or copy the URL to save and complete at another time.

Q0.

NAME & TITLE OF AGENCY ADMINISTRATOR	Dr. Summer Stephens & Renee' Engel
NAME & TITLE OF PROJECT DIRECTOR	Dr. Summer Stephens & Renee' Engel
NAME OF AGENCY	Hall County School District 2
ADDRESS (INCLUDE STREET, CITY & ZIP CODE)	123 South Webb Rd Grand Island, NE 68802-4904
COUNTY NAME & NUMBER	Hall County 40-0002-000
TELEPHONE NUMBER (INCLUDE AREA CODE)	PHONE: 308-385-5900, ext. 201189 FAX: 308-385-579
ADMINISTRATOR'S EMAIL ADDRESS	sstephens@gips.org & rengel@gips.org
TITLE OF PROJECT	Journey to Inclusion Grant
TOTAL AMOUNT REQUESTED	70,490
PROPOSED PROJECT DURATION	08/01/2025 TO 07/31/2026
APPLICATION DATE (MM/DD/YY)	Continuation
PROPOSED FUNDING DURATION	08/01/2025 TO 07/31/2026
FEDERAL TAX ID NUMBER	05-0733792
SAM EXPIRATION DATE (Annual renewal required)	L95GBBCJA4J5
UNIQUE ENTITY ID/SAM	10-060-2622

### Q1. I. TIP Review

Grant activities must be used to address needs identified through districts' [Targeted Improvement Plans \(TIPs\)](#) and in support of [Inclusive Education](#). Below, please include information from the district or consorted districts' TIPs to inform the proposed use of grant funding.

### Q2. District special education determination

\*Note: The district's special education determination can be found on the ILCD portal.

Needs Intervention

### Q3. General Focus for Improvement

Improve Reading

### Q4. Specific Measurable Goals with Annual Targets

By May 2026, the achievement gap in reading will close to within five percentage points between the average proficiency score for GIPS students in special education & the state average for students in special education as measured on Nebraska Student-Centered Assessment System (NSCAS) English Language Arts (ELA). For the 2022-23 school year, GIPS students in special education assessed on NSCAS ELA, for grades 3-8, averaged 12% proficiency while the state's average was 27%. For the 2023-2024 school year, students in special education in GIPS averaged 14% proficiency, growing by 2%. Projected growth: 2024-2025: 18% proficiency (NSCAS ELA) 2025-2026: 21% proficiency (NSCAS ELA) 2026-2027: 25% proficiency (NSCAS ELA)

### Q5. Student-Centered Evidence-Based Practice

\*Note: The Evidence-Based Practice selected on this application must match the Evidence-Based Practice on the district's TIP report.

- Using explicit instruction
- Using flexible grouping
- Using strategies to promote active student engagement
- Providing positive and instructive feedback to guide students' learning and behavior

## Q6. II. Inclusive Education Needs Assessment

As a district team, indicate the stage of implementation for each item below using the following scale:

**Exploring:** The district is considering the shifts in systems and structures that are needed to create this condition for Inclusive Education

**Implementing:** The district has established the mindsets and are beginning to shift systems and structures to create this condition for Inclusive Education.

**Refining:** The district has started to see some instructional shifts related to this condition for Inclusive Education and is working to refine their implementation efforts.

### Q7. Collaboration

	Exploring	Implementing	Refining
General and Special Education teachers have a common prep time, meet weekly, and co-plan all lessons.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
General and Special Education teachers have clear expectations and use common protocols for co-planning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities to provide feedback on collaborative structures and practices used during collaboration.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## Q8. Decision Making

	Exploring	Implementing	Refining
IEP goals are rigorous and aligned to grade-level standards and reflect present levels of performance. Meaningful measures of progress are included, and it is evident that services are determined on an individual basis.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Team members regularly consider multiple data points to make instructional decisions for students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Team members value and center perspectives from all members of the learning community in decision making.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## Q9. Continuous Improvement

	Exploring	Implementing	Refining
Professional learning experiences are aligned with strategic plans and improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
General and special education teachers receive job-embedded training together at least 4 times a year.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Professional learning communities (PLCs) or a similar structure is established and utilized in the school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## Q10. Total Number of Items Rated as “Implementing” or “Refining”

8

## Q11. What is your district’s stage of Inclusive Education Implementation?

- Exploring (less than 6 items rated as “implementing” or “refining” )
- Implementing (between 6-8 items rated as “implementing” or “refining”)
- Refining (All 9 items rated as “implementing” or “refining”)

## Q12. III. Grant Activities

*Grant funds must be used to address needs identified through districts’ TIPs in support of Inclusive Education.*

Considering your district’s general focus area and specific annual goals, select the allowable activities below for which funds are being requested (select all that apply):

### Q13. Exploring

These districts are considering the shifts in systems and structures that are needed to create the conditions for Inclusive Education.

*This question was not displayed to the respondent.*

### Q14. Implementing

These districts have established the mindsets and are beginning to shift systems and structures that create the conditions for Inclusive Education.

- Engage in an Inclusive Education pilot (small scale implementation in select schools or classrooms to collect data and establish proof points to inform large scale implementation efforts).
- Hire substitute teachers to cover classes while teachers observe model inclusive classrooms
- Professional learning related to:** Supporting the conditions for inclusive education.
- Professional learning related to:** Inclusive instructional practices
- Professional learning related to:** The implementation of NeMTSS
- Coaching for leaders on implementation efforts
- Purchase evidence-based special education intervention materials (please specify):
- Other activities as outlined in the [Equity for All Learners Guide](#) (please specify):

### Q15. Refining

These districts have started to see some instructional shifts related to Inclusive Education and are working to codify their implementation efforts.

*This question was not displayed to the respondent.*

Q16. Please describe below how the activity(ies) selected will support the implementation of the district's TIP:

The GIPS TIP centers around improving reading for students with disabilities. The activities selected support the TIP by ensuring both special educators and general educators have the system, tools, and knowledge to collaborate and intentionally plan for each individual student. Professional learning centered around inclusive conditions for learning and practices ensures appropriate support for students throughout all settings. These sessions cover a range of topics such as creating inclusive classroom environments, high-quality instruction, PLCs, and implementing evidence-based reading interventions for students with disabilities.. The activities selected for the GIPS Targeted Improvement Plan work synergistically to empower educators with the knowledge, skills, and resources necessary to create inclusive reading environments where students with disabilities can thrive.

### Q17. IV. Grant Activity Evaluation

*Grant activities must demonstrate that they are contributing to the implementation of Inclusive Education in service of improved outcomes for students with disabilities.*

Q18. Please indicate below which data sources will be collected and included in an annual report to the NDE:

- Professional learning survey data
- Inclusive practices checklist
- Student achievement data (e.g. NSCAS, universal screening, district assessment, etc)
- Teacher efficacy data
- Classroom observations

Other (please specify):

## Budget Form. VII: Budget Form (Discretionary Funds)

Please fill out the dollar amounts in the form fields below, then upload the necessary corresponding itemized lists.

**Salaries ( FTE):** List each staff member name, salary, FTE and project related job description on attachment.

\*Note: Journey to Inclusion grant funds may not be upset to supplant existing positions (e.g. special education directors).

40,775.28

**Employee Benefits**

0

**Purchased Services:** List itemized services to be purchased on attachment.

0

**Supplies and Materials:** List itemized supplies and materials to be purchased on attachment.

4,178.72

**Capital Outlay**

(Not Applicable with PEaK Funds)

0

**Other Expenses:** List itemized expenses(s) on attachment.

25,536

TOTAL OF 100 THROUGH 600

70,490

INDIRECT COST

0

TOTAL COST OF PROJECT

70,490

### Q26. Purchased Services Itemized List Upload

\*Note: Most file types are accepted (e.g., PDF, docx, xlsx, etc.)

\*Note: If you do not plan on using funds in this area, please attach a document that affirms "There are no funds being requested in this area."

[Purchased Services.pdf](#)

15.1KB

application/pdf

### Q27. Supplies and Materials Itemized List Upload

\*Note: Most file types are accepted (e.g., PDF, docx, xlsx, etc.)

\*Note: If you do not plan on using funds in this area, please attach a document that affirms "There are no funds being requested in this area."

[Supplies and Materials.pdf](#)

15.5KB

application/pdf

## Q28. Salaries Itemized List Upload

\*Note: Most file types are accepted (e.g., PDF, docx, xlsx, etc.)

\*Note: If you do not plan on using funds in this area, please attach a document that affirms "There are no funds being requested in this area."

[Salaries Itemized.pdf](#)

83.5KB

application/pdf

## Q29. Other Expenses Itemized List Upload

\*Note: Most file types are accepted (e.g., PDF, docx, xlsx, etc.)

[Other Expenses.pdf](#)

69.2KB


application/pdf

## Q19. V. Grant Assurances

Please use the space below to indicate your acknowledgement of the following grant assurances:

- Budget realignment must be based upon anticipated needs and may not exceed the previous year grant allocation.
- The Inclusive Education Grant funding is supplemental to, and shall not supplant or duplicate, any other funding source(s).
- Districts who participate in a consortium supported by an ESU must maintain involvement in that consortium for the duration of the project.
- Upon review, NDE may choose to reallocate funding if it is determined that the grantee is not meeting the assurances and expectations defined within the project.
- These projects are funded with IDEA discretionary dollars for the specific purpose identified.
- The multi-year project support will be contingent upon availability of funds.

## Q20. Signature of Authorized Agency Official

  
clear

Q21. Date (mm/dd/yyyy)

04/24/2025

Q25.

### End of Application

By clicking the next page button, your responses to the survey will be recorded and you will be unable to return to the survey and change your answers.

#### Location Data

**Location:** [\(40.9286, -98.3873\)](#)

**Source:** GeolIP Estimation



# GRAND ISLAND PUBLIC SCHOOLS JOB DESCRIPTION

**Position Title:** Special Education Supervisor  
**Job ID #:** 21420  
**Reports To:** Director of Special Education  
**FLSA Status:** Salaried Exempt  
**Contract-Type:** Certified Administrative, 260 day  
**Salary Schedule:** GICSA



**Position Purpose:** The Special Education Supervisor is responsible for oversight, planning, supervision and direction of Special Education staff to ensure appropriate delivery of special education services to students on Individualized Education Plans.

## Desired Characteristics:

- Excellent written, oral and presentation skills required.
- Excellent interpersonal skills, ability to establish trust and rapport with students, parents, teachers and administrators.
- Excellent communicator and relationship building skills
- Thinks critically
- Ability to make sound and timely decisions
- Effective leadership skills
- Ability to problem solve



## Job Responsibilities:

- Supervise and administer special education programs for students on IEP's.
- Supervises and participates as necessary, in eligibility and IEP meetings with staff and parents.
- Interprets state and federal regulations governing special education and ensures compliance in assigned special education functional areas.
- Assists in development, revision and implementation of special education programs.
- Provides input into the selection and implementation of special education resources.
- Visits schools/classrooms and performs observations of staff, providing feedback for professional growth.
- Assists teachers in the improvement of instructional performance.
- Serves as a resource to staff and administrators, providing information and/or resources to meet the needs of special education students.
- Administers performance evaluations on non-tenured certified staff.
- Evaluates effectiveness of instructional methods and programs and recommends revisions and improvements as necessary.
- Assists principals with the interviewing and selection of special education staff.
- Assists with and supports professional development programs for special education staff.
- Coordinates meetings as required with staff and/or parents.

## Additional Job Responsibilities:

- Other duties as assigned by the supervisor.

- Serve as a role model to all students.
- Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
- Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
- Develop and maintain a positive and professional working relationship with other staff and administration.
- Adhere to all District policies, rules, regulations, and supervisory directives.
- Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).



### Position Requirements:

- Bachelor's Degree in Education, with endorsements from the Nebraska Department of Education in Special Education; Masters Degree in Educational Leadership (or related field) with endorsement in administration/supervision.
- Prefer three years or more of successful special education teaching experience.

**Essential Functions:** The essential functions of the position include (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified responsibilities and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following physical requirements in the identified working conditions:

	Never (0%)	Occasional (1-32%)	Frequent (33-66%)	Constant (67%+)
Standing			X	
Walking			X	
Sitting			X	
Bending/Stooping/Squatting		X		
Reaching/Pushing/Pulling		X		
Climbing		X		
Driving			X	
Typing			X	
Physical Tasks		X		
Lifting (25 lb max)		X		
Carrying (50 ft)		X		
Manual/Finger Dexterity Tasks	medium level			

Working Conditions

No exposure to hazards except those associated with travel between or being in schools.

Grand Island Public Schools do not discriminate on the basis of race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. Management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary.

25-26 PEAK Additional Information

1.

Professional Learning	Frequency/Duration	By Who
<b>DI Training</b>	2 days, 6.5 hrs each	Special Education Supervisor team and SE Reading coaches
<b>ELEM Stipend for PL- 43 Teachers</b>	4 times a year, 1 hour each	Special Education Supervisor team
<b>SEC Stipend for PL - 59 Teachers</b>	4 times a year, 1 hr each	Special Education Supervisor team
<b>PLC Facilitator Training- 10 Members</b>	6 times a year, 1 hr each	Special Education Supervisor team
<b>Support for new teachers/those that need support- 15 Members</b>	5 times a year, 1 hr each	Special Education Supervisor team
<b>Secondary Co-Teaching Training</b>	1 time, 5 hrs	Special Education Supervisor team

Roles and responsibilities attached on separate PD (attaching supervisor role and responsibility that has PD mentioned)

- The following statement: “Having teachers observe model classrooms allows GIPS to elevate beginning practices and is relevant and applicable to other educators. The activities selected for the GIPS Targeted Improvement Plan work synergistically to empower educators with the knowledge, skills, and resources necessary to create inclusive reading environments where students with disabilities can thrive.” was an error in the narrative. Due to the inability to secure consistent substitute teachers for this process to occur, GIPS will not be utilizing that strategy for the 25-26 school year.

# PROGRESS REPORT

The Nebraska Department of Education (NDE) Special Education Office requires, at minimum, semiannual reports on all projects. NDE reserves the right to request/require more reports during a grant cycle. The purpose of this report is to provide information concerning the project accomplishments to date by documenting progress in meeting each of the project's goals and objectives. Failure by project representative to provide required reports may delay payments and jeopardize future funding.

*Please include the assigned project number on all future reports & correspondence.*

PROJECT TITLE & NUMBER Journey to Inclusion Grant 26-6418-15-10400002P	ALLOCATION AMOUNT \$70,490.00 <small>click here to enter text.</small>
AGENCY Hall County School District 2 (40-0002-000)	PRIMARY CONTACT Ren ee Engel <small>click here to enter text.</small>
TELEPHONE <small>Click or tap here to enter text.</small>	EMAIL rengel@gips.org <small>click here to enter text.</small>

## REPORT INSTRUCTIONS

1. List approved project goals/objectives, and related activities. Report on progress toward meeting the goals/objectives and implementing activities during this project period.
2. Report project accomplishments during the period as specified in project proposal in relation to the intended outcomes for each goal and objective. Include evaluation results supporting progress toward each goal and objective. Summary information may be attached; Please do not include extraneous documents.

## SUBMISSION

Submit progress reports to [nde.spedmail@nebraska.gov](mailto:nde.spedmail@nebraska.gov), as well as your SPED Project Contact by the due dates listed below. If you have questions, please contact the Office of Special Education at [nde.spedmail@nebraska.gov](mailto:nde.spedmail@nebraska.gov) or your SPED project representative.

## REPORTING SCHEDULE

Project Period:						
	Project Start Date	1 <sup>st</sup> Reporting Period	1 <sup>st</sup> Report Due	2 <sup>nd</sup> Reporting Period	2 <sup>nd</sup> Report Due	Final Fiscal Expenditures Report Due
	January	1/1 to 6/30	7/31	7/1 to 12/31	1/31	2/15
	February	2/1 to 7/31	8/31	8/1 to 1/31	2/28	3/15
	March	3/1 to 8/31	9/30	9/1 to 2/28	3/31	4/15
	April	4/1 to 9/30	10/31	10/1 to 3/31	4/30	5/15
	May	5/1 to 10/31	11/30	11/1 to 4/30	5/31	6/15
	June	6/1 to 11/30	12/31	12/1 to 5/31	6/30	7/15
	July	7/1 to 12/31	1/31	1/1 to 6/30	7/31	8/15
<input checked="" type="checkbox"/>	August	8/1 to 1/31	2/28	2/1 to 7/31	8/31	9/15
	September	9/1 to 2/28	3/31	3/1 to 8/31	9/30	10/15
	October	10/1 to 3/31	4/30	4/1 to 9/30	10/31	11/15
	November	11/1 to 4/30	5/31	5/1 to 10/31	11/30	12/15
	December	12/1 to 5/31	6/30	6/1 to 11/30	12/31	1/15

Purchases cannot be made prior to start date or after end date. All obligations should be liquidated within 45 days after ending date of GAN; final narrative report should be submitted to Office of Special Education no later than 30 days after the end date of the GAN.

\* Final Fiscal Expenditures Report Due 45 Days From End of Project Duration

\* Fiscal Request for Funds with appropriate supporting documentation may be submitted as needed.  
<https://www.education.ne.gov/fos/Forms/NDE28003.pdf>

## **The Individuals with Disabilities Education Act (IDEA) – Special Education Act and The Early Intervention Act - Grant Assurances**

I certify and assure, as an authorized school district official, that:

1. The district will comply with all of the federal requirements of the Individuals with Disabilities Education Act (IDEA), the Education Department General Administration Regulations (EDGAR), and the General Education Provisions Act (GEPA), and all of the State requirements of the Special Education Act and the Early Intervention Act including the NDE Regulations and Standards for Special Education Programs, 92 NAC 51 and 92 NAC 52.
2. Any noncompliance in the district's special education program identified through audits or monitoring will be corrected as soon as possible but in no case more than one year from the date the district is notified of the noncompliance;
  - a. If, through the audit process, a finding is made regarding inappropriate use or misapplication of IDEA funds, the district will remit repayment of funds equal to the amount of such finding using non federal funds and in no case may federal funds be used to refund the amount found to be misspent or misapplied;
3. The district will ensure that every employee paid with IDEA funds will document time-and-effort for compensation of personal services as required in 2 CFR Part 200.430 or under Nebraska's Substitute Reporting System as described in the NDE State and Federal Grant Management Guidance (<http://www.education.ne.gov/gms2/index.html>)
4. The district agrees to review and follow the content of Appendix D in the NDE State and Federal Grant Management Guidance (<http://www.education.ne.gov/gms2/index.html>) regarding the purchase of food with IDEA funds. There will be a high level of scrutiny on these types of purchases.
5. The total costs (according to the provisions of IDEA, the Special Education Act and the Early Intervention Act) reflected in the school district budget document which includes anticipated expenditures for children with disabilities (birth through the school year in which the student reaches 21 years of age) is approved by the School District Board of Education and is hereby submitted to NDE;
6. The district participates in a regional plan of services for children with disabilities below age five in accordance with 92 NAC 51 and 92 NAC 52.
7. A full educational opportunity exists for every child with a disability, birth through the school year in which the student reaches age 21, and that children with disabilities and their parents or guardians are afforded the procedural safeguards identified in the Individuals with Disabilities Education Act, the Special Education Act and the Early Intervention Act; (34 CFR Part 300.109 and 300.121)
8. If the district utilizes seclusion or restraint techniques for children with disabilities, district staff are trained in the district's policies, procedures and practices regarding such techniques prior to implementation; (NDE Rule 10-011.01E)
9. Participation of students with disabilities in the appropriate statewide tests, using the Nebraska "IEP Decision Making Guidelines for NeSA Assessments", including the provision of accommodations as indicated on the student's IEP.
10. Services provided to Medicaid eligible students which are reimbursed through Medicaid will

not be claimed for reimbursement from IDEA funds.

11. Least Restrictive Environment (LRE)-To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

## **Assurances to the SEA that the LEA meets each of the conditions in §300.201 through 300.213.**

**(Authority: 20 U.S.C. 1413(a))**

### **§300.201 Consistency with State policies.**

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §300.101 through 300.163, and §300.165 through 300.174.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(1))

### **§300.202 Use of amounts.**

- (a) *General.* Amounts provided to the LEA under Part B of the Act—
  - (1) Must be expended in accordance with the applicable provisions of this part;
  - (2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
  - (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.
- (b) *Excess cost requirement—*
  - (1) *General.* (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.
  - (ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.
- (2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.
- (ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in §300.16. That amount may not include capital outlay or debt service.

- (3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(2)(A))

### **§300.203 Maintenance of effort.**

- (a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:
  - (i) Local funds only;
  - (ii) The combination of State and local funds;
  - (iii) Local funds only on a per capita basis; or
  - (iv) The combination of State and local funds on a per capita basis.
- (2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§300.204 and 300.205 that the LEA:
  - (i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
  - (ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.
- (b) *Compliance standard.* (1) Except as provided in §300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- (2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §300.204 and 300.205:
  - (i) Local funds only;
  - (ii) The combination of State and local funds;
  - (iii) Local funds only on a per capita basis; or
  - (iv) The combination of State and local funds on a per capita basis.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in

determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

- (c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of §300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.
- (2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.
- (3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.
- (d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014))

[80 FR 23666, Apr. 28, 2015]

### **§300.204 Exception to maintenance of effort.**

Notwithstanding the restriction in §300.203(b), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- (a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- (b) A decrease in the enrollment of children with disabilities.
- (c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child—
  - (1) Has left the jurisdiction of the agency;

- (2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
  - (3) No longer needs the program of special education.
  - (d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
  - (e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).
- (Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(2)(B))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

**§300.205 Adjustment to local fiscal efforts in certain fiscal years.**

- (a) *Amounts in excess.* Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.
- (b) *Use of amounts to carry out activities under ESEA.* If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.
- (c) *State prohibition.* Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.
- (d) *Special rule.* The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(2)(C))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

**§300.206 Schoolwide programs under title I of the ESEA.**

- (a) *General.* Notwithstanding the provisions of §300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—
  - (1)(i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by
  - (ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by
  - (2) The number of children with disabilities participating in the schoolwide program.

- (b) *Funding conditions.* The funds described in paragraph (a) of this section are subject to the following conditions:
- (1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202(a)(2) and (a)(3).
  - (2) The funds may be used without regard to the requirements of §300.202(a)(1).
  - (c) *Meeting other Part B requirements.* Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—
    - (1) Receive services in accordance with a properly developed IEP; and
    - (2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(2)(D))

### **§300.207 Personnel development.**

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(3))

[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29761, June 30, 2017]

### **§300.208 Permissive use of funds.**

- (a) *Uses.* Notwithstanding §300.202, 300.203(b), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
- (1) *Services and aids that also benefit nondisabled children.* For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.
  - (2) *Early intervening services.* To develop and implement coordinated, early intervening educational services in accordance with §300.226.
  - (3) *High cost special education and related services.* To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.
- (b) *Administrative case management.* An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(4))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

### **§300.210 Purchase of instructional materials.**

- (a) *General.* Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.
- (b) *Rights of LEA.* (1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.
- (2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
- (3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(6))

### **§300.211 Information for SEA.**

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(7))

### **§300.212 Public information.**

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. (Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(8))

### **§300.213 Records regarding migratory children with disabilities.**

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Approved by the Office of Management and Budget under control number 1820-0600)  
(Authority: 20 U.S.C. 1413(a)(9))

### § 300.646 Disproportionality.

- (a) **General.** Each State that receives assistance under Part B of the Act, and the Secretary of the Interior, must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State with respect to -
  - (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of the Act;
  - (2) The placement in particular educational settings of these children; and
  - (3) The incidence, duration, and type of disciplinary removals from placement, including suspensions and expulsions.
- (b) **Methodology.** The State must apply the methods in § 300.647 to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State under paragraph (a) of this section.
- (c) **Review and revision of policies, practices, and procedures.** In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities or the placement in particular educational settings, including disciplinary removals of such children, in accordance with paragraphs (a) and (b) of this section, the State or the Secretary of the Interior must -
  - (1) Provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the Act.
  - (2) Require the LEA to publicly report on the revision of policies, practices, and procedures described under paragraph (c)(1) of this section consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 CFR part 99, and Section 618(b)(1) of the Act.
- (d) **Comprehensive coordinated early intervening services.** Except as provided in paragraph (e) of this section, the State or the Secretary of the Interior shall require any LEA identified under paragraphs (a) and (b) of this section to reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to address factors contributing to the significant disproportionality.
  - (1) In implementing comprehensive coordinated early intervening services an LEA -
    - (i) May carry out activities that include professional development and educational and behavioral evaluations, services, and supports.
    - (ii) Must identify and address the factors contributing to the significant disproportionality, which may include, among other identified factors, a lack of access to scientifically based instruction; economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and policies, practices, or procedures that contribute to the significant

disproportionality.

- (iii) Must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality, including a policy, practice or procedure that results in a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups).
- (2) An LEA may use funds reserved for comprehensive coordinated early intervening services to serve children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified under paragraph (a) or (b) of this section, including -
- (i) Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment; and
  - (ii) Children with disabilities.
- (3) An LEA may not limit the provision of comprehensive coordinated early intervening services under this paragraph to children with disabilities.
- (e) **Exception to comprehensive coordinated early intervening services.** The State or the Secretary of the Interior shall not require any LEA that serves only children with disabilities identified under paragraphs (a) and (b) of this section to reserve funds to provide comprehensive coordinated early intervening services.
- (f) **Rule of construction.** Nothing in this section authorizes a State or an LEA to develop or implement policies, practices, or procedures that result in actions that violate the requirements of this part, including requirements related to child find and ensuring that a free appropriate public education is available to all eligible children with disabilities.

(Authority: 20 U.S.C. 1413(f); 20 U.S.C. 1418(d))

[81 FR 92463, Dec. 19, 2016]

### **34 CFR Part 300.718 Accessibility Standards for Facilities**

Any construction of new facilities, or alterations of existing facilities, complies with the requirements of the "Americans with Disabilities Accessibility Standards for Buildings and Facilities" (Appendix A, to Part 36 of Title 28, Code of Federal Regulations) or the "Uniform Federal Accessibility Standards" (Appendix A of subpart 101-19.6 of Title 41, Code of Federal Regulations).

#### **Minor Building Modifications:**

The school district assures the Nebraska Department of Education that the modifications described in this application will be completed with consultation from NE ATP and will be consistent with the following requirements listed above in 34 CFR, 300.718

INVOLVEMENT OF AND CONSULTATION WITH LILLY BLASE (NDE VOC REHAB) IS REQUIRED.

CONTACT LILLY BLASE AT 402-471-6051 or e-mail (lilly.blase@nebraska.gov)

## **General Assurances and Certifications**

### **Civil Rights**

No person shall, on grounds of race, color, national origin, sex, disability, or age, be excluded from participation in or subjected to discrimination in any program or activity funded, in whole or in part, by federal funds. The subrecipient certifies there is compliance with the following:

- Title VI of the Civil Rights Act of 1964, as amended, 45 USC 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance;
- Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance;
- Title IX of the Education Amendments of 1972, as amended, 20 USC 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;
- The Age Discrimination Act of 1975, as amended, 42 USC 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance;
- All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education;
- The Americans with Disabilities Act, 42 USC 12101 et seq., is a civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communications.

### **Conflict of Interest**

As the duly authorized representative of the subrecipient, I certify that the subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

### **Debarment, Suspension And Other Responsibility Matters**

1. As required by Executive Order 12549 and implemented at 34 CFR Part 85, the subrecipient certifies that it and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;
  - b. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
  - d. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

## **Drug-Free Workplace Requirements**

### **1. Subrecipients Other Than Individuals**

The subrecipient certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an ongoing drug-free awareness program to inform employees about –
  - i. The dangers of drug abuse in the workplace;
  - ii. The grantee's policy of maintaining a drug-free workplace;
  - iii. Any available drug counseling, rehabilitation, and employee assistance programs; and
  - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
  - i. Abide by the terms of the statement; and
  - ii. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency in writing, within ten calendar days after receiving notice under paragraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under paragraph (d)(2), with respect to any employee who is so convicted –
  - i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f). The subrecipient may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

123 S. Webb Road enter text

Grand Island, NE 68802 text

Check if there are workplace on file that are not identified here.

2. Subrecipients Who Are Individuals

- a. The grantee certifies that, as a condition of the grant, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant;
- b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, he or she will report the conviction, in writing, within 10 calendar days of the conviction, to NDE.

**Environmental Tobacco Smoke**

The Pro Children Act requires that smoking not be permitted in any portion of any indoor routinely owned or leased or contracted for by an entity and used routinely or regularly for provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The subrecipient certifies that it will comply with the requirements of the Act and that it will require this certification in any subawards.

**Hatch Act**

As the duly authorized representative of the subrecipient, I certify that the subrecipient will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**Lobbying**

The subrecipient certifies that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

**By signing below, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances stated above, as applicable to the program(s) for which funding is requested. These assurances are binding for Districts/Fiscal Agents that are accepting funding under this program.**

AGENCY NUMBER AND NAME Click or tap here to enter text Hall County School District 2 (40-0002-000)	PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Click or tap here to enter text Dr. Summer E. Stephens Associate Superintendent
SIGNATURE and DATE Dr. Summer E. Stephens Jul 1, 2025	

# Addendum 1

## AN OVERVIEW OF SINGLE AUDIT REQUIREMENTS OF STATES, LOCAL GOVERNMENTS, AND NONPROFIT ORGANIZATIONS

This GAN ATTACHMENT is **not** applicable to for-profit organizations. For-profit organizations comply with audit requirements specified in block 9 of their Grant Award Notification (GAN).

### Summary of Single Audit Requirements for States, Local Governments and Nonprofit Organizations:

1. Single Audit. A non-Federal entity (a State, local government, Indian tribe, Institution of Higher Education (IHE)<sup>1</sup>, or nonprofit organization) that expends \$1,000,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 CFR 200.501, "Audit Requirements," except when it elects to have a program specific audit conducted.
2. Program-specific audit election. When an auditee expends Federal awards under only one Federal program (excluding research and development (R&D)), and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted. A program-specific audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.
3. Exemption when Federal awards expended are less than \$1,000,000. A non-Federal entity that expends less than \$1,000,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in 2 CFR 200.503, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO). Generally, grant records must be maintained for a period of three years after the date of the final expenditure report ([2 CFR § 200.334](#)).
4. Federally Funded Research and Development Centers (FFRDC). Management of an auditee that owns or operates a FFRDC may elect to treat the FFRDC as a separate entity.
5. Report Submission. To meet audit requirements of U.S. Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards (Uniform Guidance), grantees must submit all audit documents required by Uniform Guidance 2 CFR 200.512, including Form SF- SAC: Data Collection Form electronically to the Federal Audit Clearinghouse.

<sup>1</sup>As defined under the Higher Education Act of 1965, as amended (HEA) section 101.

<https://facides.census.gov/Account/Login.aspx>.

The audit must be completed, and the data collection form and reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's report(s), or nine months after the end of the audit period. If the due date falls on a Saturday, Sunday, or Federal holiday, the reporting package is due the next business day. Unless restricted by Federal statutes or regulations, the auditee must make copies available for public inspection. Auditees and auditors must ensure that their respective parts of the reporting package do not include protected personally identifiable information. (2 CFR 200.512)

Grantees are strongly urged to obtain the "OMB Compliance Supplement" and to contact their cognizant agency for single audit technical assistance.

The designated cognizant agency for single audit purposes is "the Federal awarding agency that provides the predominant amount of direct funding to the recipient." Grantees should obtain a copy of the OMB Compliance supplement. This supplement will be instructive to both grantees and their auditors. Appendix III of the supplement provides a list of Federal Agency Contacts for Single Audits, including addresses, phone numbers, fax numbers, and e-mail addresses for technical assistance.

For single audit-related questions, if the U.S. Department of Education is the cognizant agency, grantees should contact the Non-Federal Audit Team in the Department's Office of Inspector General, at [oinon-federalaudit@ed.gov](mailto:oinon-federalaudit@ed.gov). Additional resources for single audits are also available on the Non-Federal Audit Team's website at <https://www2.ed.gov/about/offices/list/oig/nonfed/index.html>. For programmatic questions, grantees should contact the education program contact shown on the Department's GAN.

Grantees can obtain information on single audits from:

The OMB website at [www.omb.gov](http://www.omb.gov). Look under Office of Management and Budget (in right column) then click Office of Federal Financial Management (to obtain OMB Compliance Supplement). The SF- SAC: Data Collection Form can be found at the Federal Audit Clearinghouse at: <https://facides.census.gov/Files/2019-2021%20Checklist%20Instructions%20and%20Form.pdf>.

The American Institute of Certified Public Accountants (AICPA) has illustrative OMB Single Audit report examples that might be of interest to accountants, auditors, or financial staff at [www.aicpa.org](http://www.aicpa.org).

## **Addendum 2**

### **TRAFFICKING IN PERSONS**

The Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR [175](#) and incorporates those requirements into this grant through this condition. The grant condition specified in 2 CFR [175.15\(b\)](#) is incorporated into this grant with the following changes. Paragraphs a.2.ii.B and b.2. ii. are revised to read as follows:

“a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

“b.2. ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

## **Addendum 3**

### **SPECIFIC CONDITIONS FOR DISCLOSING FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS**

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 20

## **Addendum 4**

### **PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately- owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

## Addendum 5

### REGISTRATION OF UNIQUE ENTITY IDENTIFIER (UEI) NUMBER AND TAXPAYER IDENTIFICATION NUMBER (TIN) IN THE SYSTEM FOR AWARD MANAGEMENT (SAM)

The U.S. Department of Education (Department) Grants Management System (G5) disburses payments via the U.S. Department of Treasury (Treasury). The U.S. Treasury requires that we include your Tax Payer Identification Number (TIN) with each payment. Therefore, in order to do business with the Department you must have a registered Unique Entity Identifier (UEI)<sup>1</sup> and TIN number with the SAM, the U.S. Federal Government's primary registrant database. If the payee UEI number is different than your grantee UEI number, both numbers must be registered in the SAM. Failure to do so will delay the receipt of payments from the Department.

A TIN is an identification number used by the Internal Revenue Service (IRS) in the administration of tax laws. It is issued either by the Social Security Administration (SSA) or by the IRS. A Social Security number (SSN) is issued by the SSA whereas all other TINs are issued by the IRS.

The following are all considered [TINs according to the IRS](#).

- Social Security Number "SSN"
- Employer Identification Number "EIN"
- Individual Taxpayer Identification Number "ITIN"
- Taxpayer Identification Number for Pending U.S. Adoptions "ATIN"
- Preparer Taxpayer Identification Number "PTIN"

If your UEI number is not currently registered with the SAM, you can easily register by going to [www.sam.gov](http://www.sam.gov). Please allow 3-5 business days to complete the registration process. If you need a new TIN, please allow 2-5 weeks for your TIN to become active. If you need assistance during the registration process, you may contact the SAM Federal Service Desk at 866-606-8220. If you are currently registered with SAM, you may not have to make any changes. However, please take the time to validate that the TIN associated with your UEI is correct.

If you have any questions or concerns, please contact the NDE at [NDE.BGMhelp@nebraska.gov](mailto:NDE.BGMhelp@nebraska.gov)

## Addendum 6

### SYSTEM FOR AWARD MANAGEMENT AND UNIVERSAL IDENTIFIER REQUIREMENTS

#### 1. Requirement for System for Award Management (SAM)

Unless you are exempted from this requirement under 2 CFR 25.110, you are, in accordance with your grant program's Notice Inviting Applications, required to maintain an active SAM registration with current information about your organization, including information on your immediate and highest level owner and subsidiaries, as well as on all predecessors that have been awarded a Federal contract or grant within the last three years, if applicable, at all times during which you have an active Federal award or an application or plan under consideration by a Federal awarding agency. To remain registered in the SAM database after your initial registration, you are required to review and update your information in the SAM database on an annual basis from the date of initial registration or subsequent updates to ensure it is current, accurate and complete.

#### 2. Requirement for Unique Entity Identifier (UEI)\* Numbers

If you are authorized to make subawards under this award, you:

1. Must notify potential subrecipients that they may not receive a subaward from you unless they provided their UEI number to you.
2. May not make a subaward to a subrecipient when the subrecipient fails to provide its UEI number to you.
3. Definitions

For purposes of this award term:

1. System for Award Management (SAM) means the Federal repository into which a recipient must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM internet site (currently at <https://www.sam.gov>).
2. Unique Entity Identifier (UEI) means the identifier assigned by SAM registration to uniquely identify business entities. Currently the Data Universal Numbering System (DUNS) number, the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B), is used to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).
3. Recipient means a non-Federal entity that receives a Federal award directly from a Federal awarding agency to carry out an activity under a Federal program. The term recipient does not include subrecipients. See 2 CFR 200.86.
4. Subaward means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. See 2 CFR 200.92.
5. Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency. See 2 CFR 200.93.

\*Currently, the Department uses the Data Universal Numbering System (DUNS) number, assigned by Dun and Bradstreet, Inc. to uniquely identify business entities, as the UEI.

## Addendum 7

### THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

1. Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
  - A. Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
  - B. Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
  - C. Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
2. Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards." In particular, remember that:
  - A. Federal grant funds cannot be used to pay for alcoholic beverages; and
  - B. Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
3. Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
  - A. When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
4. A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
  - A. A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.
5. A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.
7. meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:
  - A. The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
8. Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
  - A. A short conversation could help avoid a costly and embarrassing mistake.

Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expense.

## Grand Island Public Schools

### Fund Balances

Fiscal Year: 2024-2025

Month: August

Year: 2025

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$36,987,659.91	\$155,199,232.49	(\$116,220,050.56)	\$0.00	\$75,966,841.84
02	Depreciation	\$4,704,631.55	\$0.00	(\$899,692.32)	\$0.00	\$3,804,939.23
03	Employee Benefit	\$3,372,665.76	\$138,666.72	(\$9,168.90)	\$0.00	\$3,502,163.58
04	Contingency	\$1,089,530.47	\$46,887.71	\$0.00	\$0.00	\$1,136,418.18
05	Activities	\$3,358,517.80	\$2,434,786.74	(\$2,761,414.55)	\$0.00	\$3,031,889.99
06	School Nutrition	\$1,928,966.31	\$6,602,225.45	(\$7,205,860.92)	\$0.00	\$1,325,330.84
07	Bond	\$7,935,554.75	\$20,975,569.85	(\$21,010,925.61)	\$0.00	\$7,900,198.99
08	Special Building	\$3,819,798.86	\$1,706,570.25	(\$1,099,579.59)	\$0.00	\$4,426,789.52
09	Qualified Capitol Purpose Undertaking	\$1,586,697.82	\$9,469,668.45	(\$4,476,208.83)	\$0.00	\$6,580,157.44
10	Cooperative	\$711,935.19	\$0.00	(\$546,813.54)	\$0.00	\$165,121.65
12	Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$65,495,958.42	\$196,573,607.66	(\$154,229,714.82)	\$0.00	\$107,839,851.26

End of Report

GRAND ISLAND PUBLIC SCHOOLS  
FURNITURE, EQUIPMENT, & MISCELLANEOUS ITEMS  
FOR DISPOSAL

Quantity	Description	Resale? Yes or No
15	Apple A1458 Ipads	No

8/4/2025



2821 Grebe Street • Omaha, Nebraska 68112 • 402-558-7989 Phone • 402-558-2230 Fax  
7-11-2025

RE: Walnut Middle School Change Order

Dan:

Thank you for the opportunity to provide a quote for this project and please feel free to contact me if you have any questions or if we can be of any additional service.

As per our recent discussion and inspection with you regarding the above-referenced project, McGill Restoration, Inc. would like to submit the following quote for your review and consideration.

**Scope of Work: Wash and seal the entire brick veneer of the building**

- All repairs will include mobilization, access, temporary protection/barricades, materials, and equipment and necessary incidental items.
- Wash and seal the entire exterior brick veneer.
- Once our work is finished the area will be cleaned.
- 

**Total for Repairs** ..... (\$32,350.00)

**Scope of Work: Caulk all verticals on the roof area as well as the sides of vents,**

- All repairs will include mobilization, access, temporary protection/barricades, materials, and equipment and necessary incidental items.
- Remove and replace all vertical caulking on the roof area.
- Remove and replace caulking around 2 doors, the sides of all vents, and the sides of 1 window.
- Repair misc. mortar areas.
- Once our work is finished the area will be cleaned.

**Total for Repairs** ..... (\$5,500.00)



INTERNATIONAL  
CONCRETE REPAIR  
INSTITUTE





2821 Grebe Street • Omaha, Nebraska 68112 • 402-558-7989 Phone • 402-558-2230 Fax

Respectfully,

Gabe Russell  
Estimator/Project Manager

McGill Restoration, Inc.

**Special Conditions:**

- 1) Our payment terms are Net 30 days from the date of the invoice with an interest rate of  
1.5% per month added on all invoices not paid within 30 days.
- 2) The quote is valid for a period of 30 days from the date of proposal.
- 3) Owner to provide water, electricity and hook up for our work. General contractor to provide restrooms.
- 4) Owner to provide access to work areas.
- 5) Work is to be performed during normal business hours.
- 6) All areas to be available at one time to help expedite our work.
- 7) No permits included. No performance bond included if needed please add 1.08% to the bid amount.
- 8) If existing Paint on the soffit/lintels is lead based this proposal is not valid

I accept This Proposal and authorize McGill Restoration to perform the work.

Name           D. O. P. A          

Title \_\_\_\_\_

Date           7/11/2025          



# MCGILL RESTORATION

2821 Grebe Street • Omaha, Nebraska 68112 • 402-558-7989 Phone • 402-558-2230 Fax



^  
Typical Areas



Sealant  
Waterproofing  
& Restoration  
Institute



INTERNATIONAL  
CONCRETE REPAIR  
INSTITUTE



**MCGILL**  
**RESTORATION**

2821 Grebe Street • Omaha, Nebraska 68112 • 402-558-7989 Phone • 402-558-2230 Fax



GIPS BOE Regular Meeting  
Thursday, August 14, 2025 5:30 PM  
Kneale Administration Building - Board Room

1. CALL TO ORDER

**Speaker(s):** Board President

2. ROLL CALL

**Speaker(s):** Mrs. Angela Dibbert

3. CONSENT AGENDA

**Speaker(s):** Board President

3.1. Minutes from the previous month's meeting

3.2. Acceptance of Agendas From Standing Committees

3.3. Claims as submitted

3.4. Staff Adjustments as submitted

3.5. Policy

3.5.1. 4441 PROCUREMENT POLICY - SCHOOL FOOD AUTHORITIES

3.6. MOU, Agreements, and Contracts Renewals

3.6.1. State Grant Awards with Hall County Juvenile Services

3.6.2. Huddle Up Contract

3.6.3. Letter of Intent NDE - Journey to Inclusion FY25-26

3.7. Treasurer's Report as submitted

3.8. Surplus Property Listing

3.9. Change Orders as Documented

3.10. Approval of Agenda as submitted

4. SPECIAL RECOGNITION

4.1. AP Recognition for high school level students from 2024-25 AP Testing

**Speaker(s):** Mrs. Opal Bentley, Julie Markvicka

5. REQUESTS TO ADDRESS THE BOARD

**Speaker(s):** Board President

6. INFORMATION ITEMS

6.1. Summer Programs

**Speaker(s):** Dr. Summer Stephens

6.2. 2025-2026 Student Handbook

**Speaker(s):** Dr. Summer Stephens

6.3. Neb. Rev. Stat. § 79-3405 - Property Tax Authority Resolution

**Speaker(s):** Mr. Virgil Harden

#### 6.4. Policy

6.4.1. 6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT, AND PERSONAL EMERGENCY

**Speaker(s):** Mr. Matt Fisher

6.4.2. 6332 CERTIFIED STAFF LEAVE OF ABSENCE WITHOUT PAY

**Speaker(s):** Mr. Matt Fisher

6.4.3. 6333 CERTIFIED AND CLASSIFIED WORKERS' COMPENSATION

**Speaker(s):** Mr. Matt Fisher

6.4.4. 6334 STAFF LEAVE OF ABSENCE WITHOUT PAY - ADDITIONAL PROVISIONS FOR COMPLIANCE WITH THE FAMILY AND MEDICAL LEAVE ACT (FMLA)

**Speaker(s):** Mr. Matt Fisher

6.4.5. 6335 INJURY LEAVE

**Speaker(s):** Mr. Matt Fisher

6.4.6. 6337 CERTIFIED STAFF ACADEMIC STUDY

**Speaker(s):** Mr. Matt Fisher

#### 7. ACTION ITEMS

7.1. Transportation Routes for 2025-26 school year

**Speaker(s):** Mr. Virgil Harden

7.2. Neb. Rev. Stat. § 79-3405 - Property Tax Authority Resolution

**Speaker(s):** Mr. Virgil Harden

#### 7.3. Policy

**Speaker(s):** Mr. Matt Fisher

7.3.1. 1310 NONDISCRIMINATION

**Speaker(s):** Mr. Matt Fisher

7.3.2. 1311 BULLYING AND HARASSMENT

**Speaker(s):** Mr. Matt Fisher

7.3.3. 4417 CAPITAL ASSET MANAGEMENT

**Speaker(s):** Mr. Matt Fisher

7.3.4. 5321 SAFE DRIVING RECORD STANDARD FOR DRIVERS

**Speaker(s):** Mr. Matt Fisher

7.3.5. 5330 FOSTER CARE STUDENT TRANSPORTATION

**Speaker(s):** Mr. Matt Fisher

7.3.6. 6215 BULLYING AND HARASSMENT (Staff)

**Speaker(s):** Mr. Matt Fisher

7.3.7. 6233 DRUG FREE SCHOOL AND COMMUNITY (Staff)

**Speaker(s):** Mr. Matt Fisher

7.3.8. 7460 PROGRAMS FOR GIFTED LEARNERS

**Speaker(s):** Mr. Matt Fisher

7.3.9. 8220 ADMISSION OF RESIDENT STUDENTS

**Speaker(s):** Mr. Matt Fisher

7.3.10. 8340 PART TIME ENROLLMENT

**Speaker(s):** Mr. Matt Fisher

7.3.11. 8430 STUDENT APPEARANCE DRESS CODE AND GROOMING

**Speaker(s):** Mr. Matt Fisher

7.3.12. 8450 STUDENT DISCIPLINE

**Speaker(s):** Mr. Matt Fisher

7.3.13. 8452 BEHAVIORAL INTERVENTION & CLASSROOM MANAGEMENT

**Speaker(s):** Mr. Matt Fisher

7.3.14. 8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

**Speaker(s):** Mr. Matt Fisher

7.4. 2025-2026 Student Handbook

**Speaker(s):** Dr. Summer Stephens

## 8. REPORTS

8.1. Grand Island Public Schools Foundation Report

**Speaker(s):** Mrs. Lisa Albers

8.2. Superintendent Report

**Speaker(s):** Mr. Matt Fisher

9. EXECUTIVE SESSION FOR THE PURPOSE OF REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

10. RECONVENE FROM EXECUTIVE SESSION

11. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

12. NOTIFICATION OF UPCOMING BOARD MEETINGS

13. ADJOURNMENT

## Grand Island Public Schools Summer Programs 2025

Thank you to the amazing staff (over 150 staff) at each of these learning opportunities and those who coordinated them along with our awesome students and their families for participating!

<p><b>Summer Strong (Title I Summer School)</b> Chandra Myers Maggie Mintken</p>	<p>161 Students (all 8 Title I Buildings)</p> <p>Students participated in 40 minutes of daily Community Time, which played a key role in supporting their social, emotional, and academic growth. They engaged in a variety of enriching activities, including hands-on STEM projects, creative art experiences, interactive literature sessions, and dynamic physical education. This helped students grow their interests, build relationships, and stay active, all while reinforcing key skills in a supportive and collaborative environment. Their learning was focused on the key content from the prior year.</p> <p>Hosted three family engagement activities including Welcome night, Pool night, and the Edgerton Explorit Center night</p>
--	--

<p><b>POWERCamp</b> Arik Streck Hannah Luber</p>	<p>225 Students (numbers reduced to 150-180 in subsequent weeks)</p> <p>Students rotate through the 12 stations they have available. "Staycations"--local businesses providing field trip at school experiences Nowear BMX of Unadilla, NE performed a stunt show and a motivational speech</p>
<p><b>Summer Program @ Howard</b> Sydney Hesper</p>	<p>29 Students K-2</p> <p>K,1, 2 classrooms Focused on Reading and Math Standards throughout the morning sessions.</p>
<p><b>Summer EL</b> Whitney Flower Dr. Levos</p>	<p>120 Students (numbers decreased after first week)</p> <p>Students in 6th-12th grade were paired up with K-5th graders, meeting everyday to do math, reading, or a craft activity together. The Leaders were very intentional with using English Vocabulary and Academic Vocabulary Community Circle Time</p>
<p><b>ESY Elementary/Secondary</b> Morgan Wheeler Molly Elge</p>	<p>29 elementary and 12 secondary students</p> <p>Working on their specialized instructional needs</p>
<p><b>Summer Program @ Dodge</b> Melessia Rice</p>	<p>50 Students K-4</p> <p>Focus on math and ELA standards and worked directly with SEL and STEAM activities as part of the new Science grant with UNL that includes the work of HS student tutors/staff</p>
<p><b>MS-GRIT Robotics Camp</b> Alex Kemnitz</p>	<p>19 Students</p> <p>Lab experience with engineering, coding, and problem-solving activities. Student teams built a robot to pick up cones and</p>

drop them into a goal. Then they engineered a claw designed specifically for the challenge that our high school counselors 3D printed. Later, they competed in a head-to-head competition. Throughout the camp, middle school students interacted with standout high school robotics team members, explored the various lab spaces at GISH, and used the state-of-the-art technologies that GISH students use every day.



<p><b>MS Art Camp</b> John Perry and Tatiana Young</p>	<p>12 Students Worked on creating personalized books, art techniques</p>
<p><b>GISH Credit Recovery</b> Joe Wood</p>	<p>176 Students (36 9th graders) 1280 Credits Earned Live Math Instruction</p>
<p><b>Jumpstart 9 (Inaugural Year)</b> Jared Bombeck, Calvin Hubbard</p>	<p>155 Students Took part in activities to become familiar with GISH and the staff</p>
<p><b>Jumpstart 6</b> Shannon Ripp–Barr Jamie Finecy–Walnut Katie Wilkinson–Westridge</p>	<p>Barr: Day #1 127 Students; Day #2 123 Students Walnut: Day #1 154 Students; Day #2 143 Students Westridge Day #1 108 Students; Day #2 87 Students Took part in activities to become familiar with their MS and the staff</p>



## **Changes to Student Handbook for 2025-2026 (August Additions)**

**Key:** Page # - type revision needed (Please note that after these revisions we may need to update the Table of Contents page numbers)

### **Page 10-Adult Meal/Milk Prices**

Adult Breakfast: \$3.00

Adult Lunch: \$5.10

### **Page 12–14 8312 Excessive Absenteeism–**

In the third paragraph, Change to: Our district’s goal is to strive for 90% of our students in Grand Island Public Schools to be present 95% of the school days. The district supports all students and families as they work through various challenges that make attending school difficult at times and ask families to take advantage of these supports and be part of the process.

Students who accumulate 17 absences not listed as Exempt are deemed as “Chronically Absent.” Students who accumulate Twenty (20) absences not listed as Exempt shall be deemed to have “Excessive Absences.” After a fifth absence, school staff will communicate with families about the importance of attending school regularly and employ various strategies to ensure student needs are being addressed. After the tenth absence, the school shall render all services in its power to compel the student’s attendance. These services include but are not limited to the following:...

### **Later down the page, change the paragraph to the following:**

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences and/or excessive tardies, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year or tardies adding up to twenty (20) absences. The school shall notify the child’s family in writing prior to referring the child to the county attorney. Illness (including physical or mental illness) with appropriate documentation that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

### **Page 26-Forms of School Discipline**

Add on the top of the existing language:

Realizing that appropriate discipline varies from situation to situation, Grand Island Public Schools recognizes that discipline in the school is extremely important to the school program. Discipline should be positive rather than negative in nature. Discipline should foster student growth while assuring an acceptable environment in which to learn. Discipline should be considered a means of teaching and as such disciplinary efforts should be as positive as is practical. Giving credit or recognition for appropriate behavior, setting appropriate examples for students, application of conditions for learning, counseling, and involvement of parents are to be expected. Measures such as exclusion from classes or from the educational setting are to be used only as last alternatives.

Any disciplinary action will be applied fairly and consistently regardless of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, pregnancy, childbirth or related medical condition, marital status or other prohibited status. Disciplinary action will not conflict with provisions of the Individuals with Disabilities Education Act (IDEA).

### **Page 26-Student Appearance**

Change title to Student Dress Code and Grooming

Change to reflect revised policy adopted on 8/14/2025

### **Page 27- Harassment and Bullying - Board Policy 8455**

Change title here to Bullying and Harassment - Policy 8455

Change will reflect revised policy adopted on 8/14/2025

### **Page 31 Notice of Nondiscrimination - Board Policy 1310**

Change will reflect revised policy adopted on 8/14/2025

### **Page 31 Parental Access to Educational Practices - Board Policy 9110**

Change will reflect revised policy adopted on 8/14/2025

### **Page 38 Electronic Device Voluntary Protection Plan**

The implementation of laptops and other electronic devices as a learning resource represents a huge financial commitment on the part of the district. Similar to any school property, students are financially responsible for any damages to their electronic device. In order to provide end-user protection and peace of mind, GIPS is offering a voluntary electronic device protection plan. If you choose to enroll, the financial burden of accidental damage or theft will be lessened.

The cost of the GIPS Device Protection Plan is \$10.00 and covers accidental damage and theft of your student's school issued laptop with a sliding deductible per each incident.

This year we are using our new payment system, MySchoolBucks, to provide you with a way to purchase the GIPS Device Protection Plan described on page 36 of the [Student Handbook](#).

**While the Device Protection Plan is not required, the plan is designed to offset additional financial burden to you — our families — in case of any device damage.**

For parents and staff members who use a personal email account in Synergy ParentVUE:

1. Login to ParentVUE, Select “Fine” on the left navigation.
2. If there are any fines listed, click the button labeled “Pay Fees.”
3. You will be signed into MySchoolBucks and will need to accept terms and conditions, and provide some account information.
4. Your account should automatically link your students through this process. If it does not, you can add your students manually by clicking Add Student on the left hand side.
5. From there, review outstanding invoices, add them to the cart and checkout.

Cost for Protection Plan:

The protection plan works on a yearly fee with a per-incident deductible:

GIPS Student 1 to 1 device:

Yearly Enrollment Cost = \$10

1st Incident Deductible = \$20

2nd Incident Deductible = \$40

3rd Incident Deductible = \$60

Protection plan enrollment cost and deductibles will be adjusted as needed on an annual basis. Students can enroll in the voluntary protection plan by visiting the Grand Island Senior High, Middle School Media Center, or the elementary school office. The plan is designed for 6-12 grade students, but can include students in any grade level who are taking the device home. If the student is enrolled in Virtual School at any grade level, it is highly encouraged that they participate in the plan. If there is an issue, the student should bring the device to the Media Center immediately to get a replacement while the device is being repaired, or contact the school’s Technology Assistant for assistance.

**Page 40–Academic expectations for participants (this will be added above Warning for Participants and Parents)**

Grand Island Public Schools aim to foster an environment that prioritizes academic success while encouraging active participation in extracurricular activities. Grand Island Senior High School students who participate in activities will have specific academic expectations

The following is the Grand Island Senior High School Academic Expectations:

## Academic Ineligibility Criteria

- **Academic Probation:** Students failing **two (2) or more classes** at the designated grade check will be placed on **academic probation**.
- **Ineligibility Criteria:** If failing **two (2) or more classes** after 1 week of probation, students will be **academically ineligible** for their activity(s).
- **Grade Check Frequency:** Grades will be checked **weekly**. They will be pulled on Friday at 4 PM when Academic Recovery grades are pulled. Probation or ineligibility will not start until the following Monday.
- **Ineligibility Consequences:** Ineligible students may **not compete in games, meets, or competitions**. Students will be able to practice during the week and travel if decided by the Activities office and staff.

## 2. Length of Ineligibility

- **Duration:** Ineligibility lasts for **one full week** (Monday–Sunday).
- **Continued Ineligibility:** If a student still fails two or more classes at the next grade check, ineligibility continues, and students will be required to attend ASP (After School Program).
- **Reinstatement of Eligibility:** Eligibility is reinstated when the student passes **all but one** of their courses at the next check.
  - Once an ineligible student is no longer failing two or more classes at the Friday grade check, they will become eligible the following Monday.

## 3. Responsibilities

### A. Coaches & Sponsors

- **Academic Monitoring:** Regularly monitor and support students' academic progress.
- **Communication:** Clearly communicate academic expectations and eligibility requirements to students and families.
- **Support:** Encourage the use of study halls, tutoring, and teacher assistance.
- **Enforcement:** Enforce eligibility rules and ensure ineligible students do not participate in competitions.

### B. Athletic Director's Office

- **Grade Checks:** Conduct weekly grade checks and notify coaches of ineligible students.
- **Resource Provision:** Provide academic support resources for struggling students.

- **Policy Communication:** Communicate policies with coaches, parents, and school staff.

### **C. Student-Athletes & Activity Participants**

- **Responsibility:** Take ownership of academic performance and seek help when needed.
- **Mandatory Support:** Attend all required tutoring or study sessions if ineligible.
- **Communication:** Engage with teachers to complete missing assignments and meet academic expectations.
- **Accountability:** Accept the consequences of ineligibility and actively work to regain eligibility.

## **4. Additional Provisions**

- **Academic Probation:** Students failing one class may be placed on academic probation, requiring them to attend study sessions or tutoring to prevent future ineligibility.
- **Behavioral Expectations:** Participation in athletics and activities is a privilege. Students are expected to adhere to the school's code of conduct. Failure to do so may result in suspension or removal from the team or activity.
- **Attendance Requirements:** Students must maintain regular school attendance to be eligible for participation. Unexcused absences may lead to ineligibility.
- Coaches and administrators will review any infractions.

### **Page 57 Voluntary Protections Plan**

Remove this section (up to Damaged Equipment)

### **Page 58-59 Internet Safety – Board Policy 8457**

Remove this section including Internet Safety Policy, Computer Acceptable Use Policy, and the Review of Internet Safety Policy 8457 (and references and policies below)--this is all duplicative from earlier in the student handbook.

### **Page 62-63 8505 Title IX Sexual Harassment (Student)**

Move to Page 50 ahead of the GIPS One-to-One Student/Parent Handbook (so that section will move to the end).

\*Remove all “the” in front of “The Grand Island Public Schools”

NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE & ORGANIZATION SERVICES

**2025/26 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION**

**GRAND ISLAND PUBLIC SCHOOLS (40-0002-000)**

<b>Total Certified Property Tax Request Authority</b>	<b>\$46,534,958</b>
<b>Additional Base Growth % Allowed with Board Approval</b>	<b>5 %</b>
<b>Additional Property Tax Request Authority Allowed with Board Approval</b>	<b>\$6,784,181</b>
<b>Maximum Certified Property Tax Request Authority Including Board Approved Amount</b>	<b>\$53,319,139</b>

**SECTION A TOTAL BASE REVENUE CALCULATION**

2024/25 Property Tax	\$46,627,915
2022/23 Other Non-Property Tax	\$7,137,244
2023/24 SPED	\$12,488,275
2024/25 TEEOSA	\$69,430,179

**TOTAL BASE REVENUE CALCULATION** **\$135,683,613**

**SECTION B TOTAL BASE GROWTH PERCENTAGE**

Base Growth	3.0000 %
Membership Growth	0.0000 %
LEP Growth	0.4438 %
Poverty Growth	0.0000 %

**TOTAL BASE GROWTH RATE PERCENTAGE** **3.4438 %**

**SECTION C TOTAL CALCULATED REVENUE CAP FOR 2025/26**

(Section A Total x Section B Total)

**TOTAL REVENUE CAP** **\$140,356,285**

**SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2025/26**

(Section C Total Revenue Cap minus sum of items listed in this section)

2023/24 Other Non-Property Tax (minus)	\$8,550,613
2024/25 SPED (minus)	\$13,202,437
2025/26 TEEOSA (minus)	\$76,845,089
2024/25 Unused Property Tax Authority (add)	\$4,776,812

**TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY** **\$46,534,958**

**SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION**

Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Authority Allowed with Board Approval	\$6,784,181

**ALMAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED** **\$53,319,139**

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit [www.education.ne.gov/fos/budgeting-school-district/property-tax-authority](http://www.education.ne.gov/fos/budgeting-school-district/property-tax-authority)

**GRAND ISLAND PUBLIC SCHOOLS  
PROPERTY TAX REQUEST AUTHORITY  
RESOLUTION**

**WHEREAS**, the Nebraska Legislature has enacted several measures over this past several legislative sessions, including LB 243 (now Neb. Rev. Stat. § 79-3405), to adjust public school district revenue and finances; and,

**WHEREAS**, Neb. Rev. Stat. § 79-3405~~LB-243~~ generally limits a public school district's property tax request authority, subject to limited exceptions; and

**WHEREAS**, Neb. Rev. Stat. § 79-3405~~LB-243~~ includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

**WHEREAS**, a Board of Education of a school district with an average daily membership of more than three thousand forty-four students but no more than ten thousand students may increase its tax request by an additional five percent above the base growth percentage; and

**WHEREAS**, the School District's average daily membership is more than three thousand forty-four students but is less than ten thousand students; and

**WHEREAS**, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of Hall County School District 2, doing business as Grand Island Public Schools, (the "School District") hereby desires to increase its base growth percentage by an additional five percent or other maximum amount as permitted by law; and;

**WHEREAS**, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

**NOW, THEREFORE, BE IT RESOLVED** that, pursuant to Neb. Rev. Stat. § 79-3405~~Section 5 of 2023 Neb. Laws 243~~, at least seventy percent of the Board of Education of the School District affirmatively votes to increase to the School District's overall property tax request authority by an additional five percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District's overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member \_\_\_\_\_ moved for their passage and adoption. Member \_\_\_\_\_ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The following members voted against the same:

\_\_\_\_\_.

The following members were absent or not voting:

\_\_\_\_\_.

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

**DATED** this 14<sup>th</sup> day of ~~July~~August, ~~2023~~2025.

**GRAND ISLAND PUBLIC SCHOOLS**

**BY:** \_\_\_\_\_  
President

**ATTEST:**

\_\_\_\_\_  
Secretary

## AFFIDAVIT OF PUBLICATION

**Grand Island Independent**  
**422 West 1s St, Grand Island, NE 68801**  
**(308) 382-1000**

State of Florida, County of Orange, ss:

I, Anjana Bhadoriya, of lawful age, being duly sworn upon oath depose and say that I am an agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Grand Island Independent, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, that said newspaper has a bonafied circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

**Publication Dates:**

- Jul 31, 2025

**Notice ID:** 0uUBpjCYVP0t6jo7weM4

**Notice Name:** Property Tax Request Authority

**Publication Fee:** \$6.80

*Anjana Bhadoriya*

Agent

**VERIFICATION**

State of Florida  
County of Orange

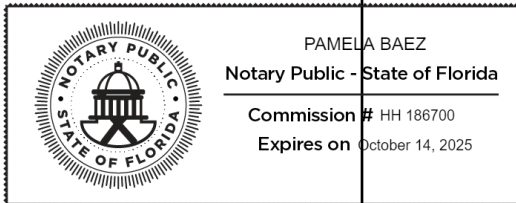
Signed or attested before me on this: 08/01/2025



Notary Public

Notarized remotely online using communication technology via Proof.

**Property Tax Request Authority**  
NOTICE is hereby given, in compliance with the provisions of Neb. Rev. Stat. § 79-3405, that the Board of Education for Grand Island Public Schools will meet on the 14 th day of August, 2025, at 5:30 p.m. in the Board Room, Kneale Administration Building, 123 S Webb Road, Grand Island, NE 68803 to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by an additional five percent, or other maximum amount as permitted by law, above the base growth percentage.  
July 31, 2025  
COL-NE-13001844 ZNEZ



GRAND ISLAND PUBLIC SCHOOLS

6331 CERTIFIED STAFF LEAVE OF ABSENCE:  
SICK, BEREAVEMENT, AND PERSONAL EMERGENCY

The Grand Island Public Schools recognizes that certain absences are unavoidable and at such times, desires staff to return to work at the earliest time commensurate with good health, safety, and reasonable personal considerations. As such, the district provides for sick, bereavement, and personal leaves, the parameters of which are subject to specific terms of employment.

The Superintendent or designee has the prerogative to extend leaves if unusual situations warrant such action.

**Special Provisions for Use of Sick Leave**

Sick leave for administrative, supervisory, and teaching personnel shall be subject to the following conditions:

1. After any absence of more than three consecutive school days, the employee may be required to have a written statement from their personal physician stating they are well enough to return to work and describing the nature of the infirmity causing loss of work time.
2. In the case of any extended period of absence due to illness or injury the Superintendent or designee, may ask for and receive from time to time a written statement from a physician selected by the school district and at the district's expense of the continued need for time off including the probable time anticipated for return to work.
3. The Superintendent or designee, may restrict the above sick leave provision to an individual or individuals who have abused the policy provisions. Such abuse of sick leave policy shall be considered insubordination on the part of the staff member and may serve as grounds for recommendation of nonrenewal of their contract or term of employment. The Superintendent or designee reserves the right to perform all necessary investigations to ascertain the facts in cases of contested use of leave provisions.

Policy Adopted: 03/05/1979

Policy Revised: 08/14/1995

Policy Revised: 05/12/2016

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

6332 CERTIFIED STAFF LEAVE OF ABSENCE WITHOUT PAY

Leaves of absence may be granted for up to one year at a time without pay and may be subject to renewal in such cases as for example: recovery from personal illness.

1. Under the provisions of this policy, up to a one year leave of absence may be granted upon the recommendation of the Superintendent for personal reasons which may include travel, extended recuperation, parental leave, adoption, or other conditions.
2. Staff, on leave of absence, shall not receive credit toward advancement on the salary schedule during the period of leave, nor shall such time count as years of service for the purpose of acquiring permanent tenure or credit toward retirement.
3. If staff on leave of absence remain away from duty beyond the expiration date of the leave or renewal of leave, any offer of a position shall be canceled by such failure to return.
4. Except as noted in Policy 6334, staff, when granted leaves of absence, shall not be guaranteed immediate re-employment.
5. Leaves of absence for study (not covered in Policy 6337 Academic Study) may be granted only to staff who have begun service as permanent staff and who have served more than five consecutive years in the Grand Island Public Schools at the time of the application for leave.
6. The reduction in wages under this policy will be prorated on the basis of contract days missed. This computation will involve all monetary benefits provided by the school district.
7. Continuity of instruction for students will be the fundamental concern of this district as staff return to work from a requested leave of absence. This will mean that, as far as practicable, terms of instruction will not be interrupted.
8. Nothing in this policy shall be construed to conflict with or supersede the provisions of *Policy 6334*.

Cross Reference:

- 6334 Leave of Absence without Pay: Additional Provisions for Compliance with the Family and Medical Leave Act (FMLA)
- 6340 Parental Leave

Policy Adopted: 03/05/1979

Policy Revised: 01/14/1991

Policy Revised: 02/04/1994

Policy Revised: 06/09/2016

Policy Reviewed: ??/??/???

6333 CERTIFIED AND CLASSIFIED WORKERS' COMPENSATION

~~The~~ Grand Island Public Schools will participate in workers' compensation as required by statute. All staff members of the GIPS will be covered by workers' compensation regardless of type of assignment, length of assignment, or hours worked per day.

The selected workers' compensation plan will provide coverage for medical expenses and wages to the extent required by statute to qualifying staff members. The amount of workers' compensation wage-replacement and sick leave benefits shall not exceed a regular daily rate of pay.

The superintendent or designee shall be responsible for developing administrative regulations to implement the workers' compensation plan and shall annually review the costs and performance of the plan with the Board, making recommendations for changes as necessary.

Legal Reference: Neb. Statute 48-101 et seq.

Policy Adopted: 10/13/2016

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

6334 STAFF LEAVE OF ABSENCE WITHOUT PAY - ADDITIONAL PROVISIONS FOR COMPLIANCE WITH THE FAMILY AND MEDICAL LEAVE ACT (FMLA)

The Grand Island Public Schools will comply with all provisions of the Family and Medical Leave Act (FMLA) of 1993 and amendments.

Unpaid family and medical leave (FMLA) will be granted up to twelve (12) weeks in any twelve (12) month period to eligible staff members for the following reasons:

1. the birth or care of a newborn child within one (1) year of the child's birth
2. the placement or care by way of adoption or foster care with the staff member within one (1) year of the child's arrival
3. to care for the staff member's spouse, parent, or dependent child with a serious health condition;
4. if the staff member's own serious health condition prevents that employee from performing the functions of the employee's job
5. in qualifying urgent situations arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation

Unpaid leave (FMLA) will be granted up to twenty-six (26) weeks during a single twelve (12) month period to eligible staff members to care for a spouse, son, daughter, parent, or next of kin of a current member of the Armed Forces, including a member of the National Guard or Reserves, with a serious injury or illness.

The "leave year" for purposes of FMLA shall be "rolling" twelve-month period, measured backward from the date of any FMLA leave usage.

To be eligible for FMLA benefits, staff must:

1. have worked for the district for a total of 12 months; and
2. have worked at least 1,250 hours over the previous 12 months.

When meeting the requirements set out in the family and medical leave administrative rules, staff may be allowed or required to substitute paid leave for unpaid family and medical leave according to the terms and conditions of the district's normal leave policies. Staff eligible for family and medical leave must comply with the family and medical leave administrative rules prior to starting family and medical leave. Requests for FMLA leave shall be submitted in writing to the superintendent or designee. This policy shall not be construed to expand eligibility for an FMLA leave beyond what is required by the Act.

Legal References: *The Family and Medical Leave Act of 1993 (29 U.S.C. §§ 2601 et seq. (1994) and 29 CFR Part 825 (1996))*

Cross Reference: 6340 PARENTAL LEAVE

Policy Adopted: 02/14/1994

Policy Revised: 09/05/1994

Policy Revised: 04/08/2004

Policy Revised: 08/13/2009

Policy Revised: 05/12/2016

Policy Revised: ??/??/????

**Determining the 12 month previous employment eligibility:**

While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more need not be counted unless the break is occasioned by staff fulfillment of National Guard or Reserve military obligation (as protected under the Uniformed Services Employment and Reemployment Rights Act (USERRA)), or a written agreement, including a collective bargaining agreement, exists concerning the district's intention to rehire staff after the break in service.

**Spouses employed by the same employer:**

Spouses employed by the same employer are limited in the amount of family leave they may take for the birth and care of a newborn child, placement of a child for adoption or foster care, or to care for a parent who has a serious health condition to a combined total of 12 weeks (or 26 weeks if leave to care for a covered service member with a serious injury or illness is also used). Leave for birth and care, or placement for adoption or foster care, must conclude within 12 months of the birth or placement.

**Serious Health Condition defined:**

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either:

1. Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, including any period of incapacity (i.e., inability to work, attend school, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; or
2. Continuing treatment by a health care provider, which includes:
  - A. A period of incapacity<sup>1</sup> lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also includes:
    - 1) treatment<sup>2</sup> two or more times by or under the supervision of a health care provider (i.e., in-person visits, the first within 7 days and both within 30 days of the first day of incapacity); or
    - 2) one treatment by a health care provider (i.e., an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (e.g., prescription medication, physical therapy); or
  - B. Any period of incapacity related to pregnancy or for prenatal care. A visit to the health care provider is not necessary for each absence; or
  - C. Any period of incapacity or treatment for a chronic serious health condition which continues over an extended period of time, requires periodic visits (at least twice a year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence; or
  - D. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective. Only supervision by a health care provider is required, rather than active treatment; or
  - E. Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three days if not treated.

**Intermittent Leave for "Instructional Staff":**

Special rules apply if staff employed "mainly in an instructional capacity" requests intermittent leave or leave on a reduced schedule because of their own serious health condition or the serious health condition of a parent, child, or spouse that is foreseeable based on a planned medical treatment and staff would be gone for more than twenty percent (20%) of the working days during the period of leave. In such cases, the district may require staff to do the following things:

1. Take leave for periods of a particular duration not to exceed the duration of the planned medical treatment.

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<sup>1</sup>'incapacity', for purposes of FMLA, is defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefor, or recovery therefrom.

<sup>2</sup>Treatment includes examinations to determine if a serious health condition exists and evaluation of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.

## GRAND ISLAND PUBLIC SCHOOLS

2. Transfer temporarily to another position offered by the district for which the staff member is qualified, as long as the new position has equivalent pay and benefits and better accommodates the recurring periods of leave.

Instructional staff who take leave constituting less than twenty percent (20%) of the working days during the leave period would not be subject to transfer to an alternative position, or a requirement to be on leave for the duration of the treatment period.

Staff will be denied intermittent leave or leave on a reduced leave schedule to care for an immediate family member (spouse, child, parent) with a serious health condition or if the staff member has a serious health condition, if:

1. Staff, whether requesting leave because of their own serious health condition or because of the serious health condition of a parent, child, or spouse fails to establish, through medical certification, that there is a medical need for such a leave (as distinguished from voluntary treatments and procedures or a continuous treatment schedule).
2. Staff, whether requesting leave for their own serious health condition or because of the serious health condition of a family member, fails to establish, through medical certification, that it is medically necessary for the leave to be taken intermittently on a reduced leave schedule.

Intermittent leave or a reduced leave schedule may not be taken for the birth of a child or for the placement of a child for adoption or foster care.

When intermittent leave or leave on a reduced leave schedule is requested based on planned medical treatment, the district also may alter an existing job to better accommodate the staff member's need for intermittent or reduced leave. The alternative or altered position must have equivalent pay and benefits.

### **End-Of-Semester Circumstances:**

In some circumstances, the district may require instructional staff to continue their leave to the end of the academic semester within the FMLA guidelines.

### **Maintenance of Health Benefits:**

The district is required to maintain group health insurance coverage for staff on FMLA leave whenever such insurance was provided before the leave was taken and on the same terms as if the staff member had continued to work. If applicable, arrangements will need to be made for staff to pay their share of health insurance premiums while on leave. In some instances, the district may recover premiums it paid to maintain health coverage for staff who fail to return to work from FMLA leave.

### **Job Restoration:**

Upon return from FMLA leave, staff will be restored to their original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. Staff use of FMLA leave will not result in the loss of any employment benefit that the staff member earned or was entitled to before using FMLA leave, nor be counted against staff under a "no fault" attendance policy. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked or perfect attendance, and the staff member has not met the goal due to FMLA leave, payment may be denied unless it is paid to the staff member on equivalent leave status for a reason that does not qualify as FMLA leave.

Staff have no greater right to restoration or to other benefits and conditions of employment than if the staff member had been continuously employed.

### **Notice and Certification:**

Staff Notice: Staff seeking to use FMLA leave are required to provide 30-day advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than 30 days in advance, staff must provide notice as soon as practicable – generally, either the same or next business day. When the need for leave is not foreseeable, staff must provide notice to the district as soon as practicable under the facts and circumstances of the particular case. Absent unusual

## GRAND ISLAND PUBLIC SCHOOLS

circumstances, staff must comply with the district's usual and customary notice and procedural requirements for requesting leave.

Staff must provide sufficient information for the district to reasonably determine whether the FMLA may apply to the leave request. Depending on the situation, such information may include that the staff member is incapacitated due to pregnancy, has been hospitalized overnight, is unable to perform the functions of the job, and/or that the staff member or qualifying family member is under the continuing care of a health care provider.

When staff seek leave due to an FMLA-qualifying reason for which the district has previously provided the staff member FMLA-protected leave, staff must specifically reference either the qualifying reason for leave or the need for FMLA leave.

**Employer Notice:** The district will post a notice approved by the Secretary of Labor explaining rights and responsibilities under FMLA. Additionally, the district will either include this general notice in staff handbooks or other written guidance to staff concerning benefits, or must distribute a copy of the notice to new staff upon hiring.

When staff request FMLA leave or the district acquires knowledge that leave may be for a FMLA purpose, the district shall notify staff of their eligibility to take leave, and inform staff of their rights and responsibilities under FMLA. When the district has enough information to determine that leave is being taken for an FMLA-qualifying reason, the district must notify the staff member that the leave is designated and will be counted as FMLA leave.

### **Certification:**

The district may require that request for leave due to a serious health condition affecting the staff member or a covered family member be supported by a certification from a health care provider. The district may require second or third medical opinions (at the district's expense) and periodic recertification of a serious health condition. The district may use a health care provider, a human resource professional, a leave administrator, or a management official – but not the staff member's direct supervisor – to authenticate or clarify a medical certification of a serious health condition. The district may have a uniformly-applied policy requiring staff returning from leave for their own serious health condition to submit a certification that they are able to resume work. If reasonable safety concerns exist, the district may, under certain circumstances, require such a certification for staff returning from intermittent FMLA leave.

6335 INJURY LEAVE

~~A School District staff member who believes they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.~~

~~If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.~~

Legal Reference: \_\_\_\_\_ LB 1186 (2020)

Policy Adopted: 01/14/2021

6337 CERTIFIED STAFF ACADEMIC STUDY

Upon written application, leave for academic study for a period not to exceed one full school year may be granted to certified staff by ~~the~~ Grand Island Public Schools, upon recommendation of the Superintendent or designee. An outline of a planned program must be submitted with the application for leave for the following school year by April 1 of each year. An applicant desiring academic leave during the second semester only will be considered, provided the applicant will be available for a position at the beginning of the following school term.

1. Eligibility - Certified staff members become eligible to apply for academic leave after they have served in ~~the~~ Grand Island Public Schools at least seven full consecutive years without a period of leave for academic study. Such leaves will be granted to certified staff working on Doctorate degrees. The number of certified staff members to be granted academic leave in any fiscal year will not exceed one percent of the total number of certified staff.
2. Selection - Selection of those to be recommended to the Board of Education shall be made by the Executive Director for Human Resources and the building principals involved. In making the selection of those to be recommended for academic leave, the committee shall give first consideration to the benefit which will accrue to ~~the~~ Grand Island Public Schools for such leave. Other factors which shall be considered are length of service, contribution to the general welfare of the schools, and benefit to the individual. The committee shall consider the availability of a replacement, should leave be granted.
2. Salary Allowance - Certified staff members granted academic leave shall receive one-half of the current base salary in equal monthly installments.
3. Provisions of leave -
  - a. Academic leave may be granted for study or travel.
  - b. If an academic leave is granted for the purpose of study, the staff member must complete at least twelve semester hours, or the equivalent, during each semester of leave.
  - c. If an academic leave is granted for the purpose of study, such study will be in the individual's current area of assignment or in such ~~an~~ area deemed by the selection committee to be of value to the district.
  - d. If an academic leave is granted for travel, the complete itinerary must be approved by the Superintendent and the Board of Education. Such leave will not warrant pay or be considered in the one percent granted on academic leave for study.
  - e. ~~Teacher~~ ~~The teacher's~~ contract to fill the position of leave will be terminal to one year.
  - f. Certified staff members granted an academic leave will not advance on the salary scale for that term. For example, if the staff member leaves on the fifth step, he/she will return on the sixth step and not on the seventh.
4. Contractual Agreements -- Certified staff members accepting academic leave shall agree to return to service in ~~the School District of Grand Island Public Schools~~ for at least a three-year period immediately following the leave of absence. Said staff members shall sign a contract obligating them for a three-year period of time. If the staff member fails to return following the leave of absence, he/she shall refund all moneys paid him/her during the period of academic leave. If the staff member returns for only one of the three years, they shall refund the Board two-thirds of the moneys paid and if the staff member returns for only two years he/she shall refund the Board of Education one-third of all the moneys paid him/her. A person granted such leave shall sign a contractual agreement with the Board of Education which stipulates all regulations and agreements set forth in this policy.
5. Benefits --A staff member on academic leave, for all purposes other than the stipulation stated in 4(d. will be viewed as a full-time employee. This will include the staff member's right to contribute to the Nebraska School Retirement System, the school's group insurance plan, deduction for tax deferred annuities, and Social Security, plus any other rights granted to any other personnel.

## GRAND ISLAND PUBLIC SCHOOLS

6. Change of Status Due to Inability to Complete Program - If the staff member cannot complete the planned program for which academic leave was granted, it is the staff member's responsibility to notify the Superintendent or designee. The leave may then be rescinded by the Board of Education and the staff member placed on the appropriate leave status, reassigned or terminated. Salary allowances and benefits shall be adjusted accordingly, and the staff member must make arrangements satisfactory to the Board of Education by payment of any moneys paid to him/her on their behalf for which they may be liable due to the change in leave status.
7. The Completion of a Leave for Academic Study -- does not carry with it a guarantee to return to a specific teaching position. The district reserves the right to assign the staff member to any equivalent position in keeping with the education and experience level of the teacher.

Policy Adopted: 03/05/1979

Policy Revised: 06/13/1994

Policy Revised: 05/12/2016

Policy Revised: ??/??/????

# Grand Island Public Schools

Transportation Routes  
Fiscal Year 2025 - 2026

Route	Description	FY25-26 Rate @ 102.0% of FY24-25 Per Day	July	August	September	October	November	December	January	February	March	April	May	FY25-26	Account	Annual	Monthly	Nine (9) Months	Less Proportionate Advance	Monthly Pay Amount
M_Barr1	Middle - Barr Activity Route at 5:30 PM (Activity Route Only)	\$226.45	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$37,817.15	\$3,926.27	\$35,336.43	\$2,480.72	\$3,926.27
M_Wal1	Middle - Walnut Activity Route at 5:30 PM (Activity Route Only)	\$226.45	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$37,817.15	\$3,926.27	\$35,336.43	\$2,480.72	\$3,926.27
WEST 1	Middle - Westridge Activity Route at 5:30 PM (Activity Route Only)	\$226.45	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$37,817.15	\$3,926.27	\$35,336.43	\$2,480.72	\$3,926.27
WEST 2	Gates to Westridge AM/PM	\$330.24	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$55,150.08	\$5,725.82	\$51,532.38	\$3,617.70	\$5,725.82
WEST 3	Knickrehm to Westridge AM/PM ^	\$330.24	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$55,150.08	\$5,725.82	\$51,532.38	\$3,617.70	\$5,725.82
WEST 4	Knickrehm to Westridge AM/PM ^	\$330.24	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$55,150.08	\$5,725.82	\$51,532.38	\$3,617.70	\$5,725.82
Newcomers 1 - AM/Noon/PM	GISH - To and From CPI (after 1st period and PM) #	\$330.24	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$55,150.08	\$5,725.82	\$51,532.38	\$3,617.70	\$5,725.82
Newcomers 2 - AM/Noon/PM	GISH - To and From CPI (after 1st period and PM) #	\$330.24	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$55,150.08	\$5,725.82	\$51,532.38	\$3,617.70	\$5,725.82
CPI Continuous Shuttle	CPI Continuous Shuttle *	\$433.27	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01160.000.400.519.00811	\$72,356.09	\$7,512.19	\$67,609.71	\$4,746.38	\$7,512.19
SKILLS Elementary	Skills Elementary/SPED	\$330.24	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$55,150.08	\$5,725.82	\$51,532.38	\$3,617.70	\$5,725.82
SKILLS Middle	Skills Middle	\$350.83	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$58,588.61	\$6,082.81	\$54,745.29	\$3,843.32	\$6,082.81
SKILLS High	Skills High School	\$350.83	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$58,588.61	\$6,082.81	\$54,745.29	\$3,843.32	\$6,082.81
NEW1	LEP Route - New Comers #1	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01150.000.400.510.00289	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
NEW2	LEP Route - New Comers #2	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.01150.000.400.510.00289	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
SPED1	SPED Daily Route 1	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
SPED2	SPED Daily Route 2	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
SPED3	SPED Daily Route 3	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
SPED4	SPED Daily Route 4	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
SPED5	SPED Daily Route 5	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.64	\$6,244.75
SPED6	SPED Daily Route 6	\$360.17	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$60,148.39	\$6,244.75	\$56,202.75	\$3,945.62	\$6,244.75
SPED7	SPED Daily Route 7	\$350.83	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$58,588.61	\$6,082.81	\$54,745.29	\$3,843.30	\$6,082.81
SPED8	SPED Daily Route 8 - Workforce/SPED	\$350.83	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$58,588.61	\$6,082.81	\$54,745.29	\$3,843.30	\$6,082.81
SPED9	SPED Daily Route 9	\$350.83	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$58,588.61	\$6,082.81	\$54,745.29	\$3,843.30	\$6,082.81
SPED10	SPED Daily Route 10	\$346.31	0	12	20	20	16	15	17	17	16	20	14	167	01.2.02792.000.120.519.00000	\$57,833.77	\$6,004.45	\$54,040.05	\$3,793.70	\$6,004.45
FIT Route	Families In Transition - Route 1	\$350.84	0	12	20	20	16	15	17	17	16	20	14	167	01.2.06200.000.185.510.00000	\$58,590.28	\$6,082.99	\$54,746.91	\$3,843.35	\$6,082.99
FIT Route	Families In Transition - Route 2	\$350.84	0	12	20	20	16	15	17	17	16	20	14	167	01.2.06200.000.185.510.00000	\$58,590.28	\$6,082.99	\$54,746.91	\$3,843.36	\$6,082.99
FIT Route	Families In Transition - Route 3	\$350.84	0	12	20	20	16	15	17	17	16	20	14	167	01.2.06200.000.185.510.00000	\$58,590.28	\$6,082.99	\$54,746.91	\$3,843.36	\$6,082.99
FIT Route	Families In Transition - Route 4 (billed separately)																			

**NOTES:**

- ^ Two buses each route so price set to match.
- # Set both route to match. Prior year had an offset.
- \* \$20.00 per day increase from prior year rather than 2% increase.

FY24-25 Total	\$1,524,442.80	\$158,271.39	\$1,424,442.51	\$100,000.15	\$158,271.39
Less: Advance 08-01-2025	(\$100,000.00)				
Net Balance Due (Pd over 9 months)	\$1,424,442.80			monthly \$ * 9	\$1,424,442.51
Monthly Amount (Sept 2024 - May 2025)	\$158,271.42			FY 25-26 Advance	\$100,000.00
				PO Total	\$1,524,442.51
Per Day Rate	\$9,128.40			Variance	\$0.29

NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE & ORGANIZATION SERVICES

**2025/26 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION**

**GRAND ISLAND PUBLIC SCHOOLS (40-0002-000)**

<b>Total Certified Property Tax Request Authority</b>	<b>\$46,534,958</b>
<b>Additional Base Growth % Allowed with Board Approval</b>	<b>5 %</b>
<b>Additional Property Tax Request Authority Allowed with Board Approval</b>	<b>\$6,784,181</b>
<b>Maximum Certified Property Tax Request Authority Including Board Approved Amount</b>	<b>\$53,319,139</b>

<b>SECTION A TOTAL BASE REVENUE CALCULATION</b>	
2024/25 Property Tax	\$46,627,915
2022/23 Other Non-Property Tax	\$7,137,244
2023/24 SPED	\$12,488,275
2024/25 TEEOSA	\$69,430,179
<b>TOTAL BASE REVENUE CALCULATION</b>	<b>\$135,683,613</b>

<b>SECTION B TOTAL BASE GROWTH PERCENTAGE</b>	
Base Growth	3.0000 %
Membership Growth	0.0000 %
LEP Growth	0.4438 %
Poverty Growth	0.0000 %
<b>TOTAL BASE GROWTH RATE PERCENTAGE</b>	<b>3.4438 %</b>

<b>SECTION C TOTAL CALCULATED REVENUE CAP FOR 2025/26</b>	
(Section A Total x Section B Total)	
<b>TOTAL REVENUE CAP</b>	<b>\$140,356,285</b>

<b>SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2025/26</b>	
(Section C Total Revenue Cap minus sum of items listed in this section)	
2023/24 Other Non-Property Tax (minus)	\$8,550,613
2024/25 SPED (minus)	\$13,202,437
2025/26 TEEOSA (minus)	\$76,845,089
2024/25 Unused Property Tax Authority (add)	\$4,776,812
<b>TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY</b>	<b>\$46,534,958</b>

<b>SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION</b>	
Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Authority Allowed with Board Approval	\$6,784,181
<b>ALMAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED</b>	<b>\$53,319,139</b>

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit [www.education.ne.gov/fos/budgeting-school-district/property-tax-authority](http://www.education.ne.gov/fos/budgeting-school-district/property-tax-authority)

**GRAND ISLAND PUBLIC SCHOOLS  
PROPERTY TAX REQUEST AUTHORITY  
RESOLUTION**

**WHEREAS**, the Nebraska Legislature has enacted several measures over this past several legislative sessions, including LB 243 (now Neb. Rev. Stat. § 79-3405), to adjust public school district revenue and finances; and,

**WHEREAS**, Neb. Rev. Stat. § 79-3405~~LB-243~~ generally limits a public school district's property tax request authority, subject to limited exceptions; and

**WHEREAS**, Neb. Rev. Stat. § 79-3405~~LB-243~~ includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

**WHEREAS**, a Board of Education of a school district with an average daily membership of more than three thousand forty-four students but no more than ten thousand students may increase its tax request by an additional five percent above the base growth percentage; and

**WHEREAS**, the School District's average daily membership is more than three thousand forty-four students but is less than ten thousand students; and

**WHEREAS**, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of Hall County School District 2, doing business as Grand Island Public Schools, (the "School District") hereby desires to increase its base growth percentage by an additional five percent or other maximum amount as permitted by law; and;

**WHEREAS**, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

**NOW, THEREFORE, BE IT RESOLVED** that, pursuant to Neb. Rev. Stat. § 79-3405~~Section 5 of 2023 Neb. Laws 243~~, at least seventy percent of the Board of Education of the School District affirmatively votes to increase to the School District's overall property tax request authority by an additional five percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District's overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member \_\_\_\_\_ moved for their passage and adoption. Member \_\_\_\_\_ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The following members voted against the same:

\_\_\_\_\_.

The following members were absent or not voting:

\_\_\_\_\_.

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

**DATED** this 14<sup>th</sup> day of ~~July~~August, ~~2023~~2025.

**GRAND ISLAND PUBLIC SCHOOLS**

**BY:** \_\_\_\_\_  
President

**ATTEST:**

\_\_\_\_\_  
Secretary

## AFFIDAVIT OF PUBLICATION

**Grand Island Independent**  
**422 West 1s St, Grand Island, NE 68801**  
**(308) 382-1000**

State of Florida, County of Orange, ss:

I, Anjana Bhadoriya, of lawful age, being duly sworn upon oath depose and say that I am an agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Grand Island Independent, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, that said newspaper has a bonafied circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

**Publication Dates:**

- Jul 31, 2025

**Notice ID:** 0uUBpjCYVP0t6jo7weM4

**Notice Name:** Property Tax Request Authority

**Publication Fee:** \$6.80

*Anjana Bhadoriya*

Agent

**VERIFICATION**

State of Florida  
County of Orange

Signed or attested before me on this: 08/01/2025



Notary Public

Notarized remotely online using communication technology via Proof.

**Property Tax Request Authority**  
NOTICE is hereby given, in compliance with the provisions of Neb. Rev. Stat. § 79-3405, that the Board of Education for Grand Island Public Schools will meet on the 14 th day of August, 2025, at 5:30 p.m. in the Board Room, Kneale Administration Building, 123 S Webb Road, Grand Island, NE 68803 to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by an additional five percent, or other maximum amount as permitted by law, above the base growth percentage.  
July 31, 2025  
COL-NE-13001844 ZNEZ



PAMELA BAEZ  
Notary Public - State of Florida

Commission # HH 186700

Expires on October 14, 2025

## 1310 NONDISCRIMINATION

The Grand Island Public Schools is committed to a policy of nondiscrimination. Helping students and staff to develop an awareness and appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society is essential to this end. Our goal is to create a learning environment free of discrimination.

The district will establish and maintain an atmosphere in which all persons will exhibit the following:

- (a) Respect for the individual regardless of economic status, intellectual or physical ability, race (including skin color and protective hairstyles, which could include but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps), color, religion, national origin, ethnicity, sex or gender, sexual orientation, marital status, military or veteran status, pregnancy, childbirth or related medical condition, or age,
- (b) Respect for cultural differences,
- (c) Respect for economic, political, and social lives of others, and
- (d) Respect for the right of others to seek and maintain their own identities.

The district will comply with regulations implementing Title IX of the educational amendments of 1972 which state the following:

"No persons in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program receiving federal financial assistance...."

The district will further comply with regulations implementing Section 504 of the Rehabilitation Act of 1973, which states in part:

"No otherwise qualified individual with handicaps ...shall, solely by reason of his or her handicap, be excluded from the participation in, be denied benefits of, or be subject to discrimination under any program...."

The district will further comply with regulations implementing Title VI of the Civil Rights Act of 1964, which states in part:

"...no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program...."

Additionally, the district will comply with the Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat §79-2,114 to §79-2,124 [Reissue 1996]), and amendments thereto, which act states in part that it shall be an unfair or discriminatory practice for any public education institution to discriminate on the basis of sex, the pregnancy of any person, the marital status of any person, or the condition of being a parent.

No student will be treated differently on the basis of sex, (including skin color, hair texture and protective hairstyles including braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps), color, national origin, disability, pregnancy, marital status, or the condition of being a parent, in the context of an educational program or activity, so as to interfere with or limit the ability of the student to participate in or benefit from services, activities, or privileges of the district unless there is a legitimate, non-discriminatory reason to do so.

The district will examine thoroughly all parts of the curriculum to be sure that it emphasizes positive human relationships. The instructional materials used in the schools must accurately portray the history, contributions, and culture of the various ethnic groups of our society. The district will develop programs that will increase the awareness of students, parents, and citizens of the cultural diversity of others.

The district will continue to promote good human relations by removing all messages of prejudice and discrimination in employment, assignment, and promotion of personnel; in location and use of facilities; in curriculum development and instructional materials; and in the availability of programs for children.

Grand Island Public Schools

Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of harassment by either staff or students will result in disciplinary action.

This policy will be referenced in all staff and student handbooks and posted in a place of prominence in all district facilities.

- References:
- Title IX, Education Amendments of 1972*
  - Title VI of the Civil Rights Act of 1964, as amended*
  - Age Discrimination in Employment Act of 1975*
  - Section 504 of the Rehabilitation Act of 1973*
  - Title II, Americans with Disabilities Act of 1990*
  - Civil Rights Act of 1991*
  - Ne. Rev. Stat. 79-267 (2010)*
  - Grand Island Board of Education Policies*
    - 1310.1 Administrative Procedures (attached), 1310.2 Complaint Form (attached)*
    - 1310, 1311, 6214, 6215, 6410, 6411, 7705, 8420, 8430, 8432, 8450, 8453, 8454, 8455, 8550, 8551, 8552*

- Policy Adopted: 03/01/1976
- Policy Revised: 07/08/1991
- Policy Revised: 05/05/1997
- Policy Revised: 12/01/1997
- Policy Revised: 01/04/2001
- Policy Revised: 11/14/2011
- Policy Revised: 01/14/2016
- Policy Revised: 11/12/2020
- Policy Revised: 11/11/2021
- Policy Revised: **??/??/????**

**The** Grand Island Public Schools does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. The GIPS Board of Education designates the following individuals to serve as GIPS Title IX Coordinators for students and staff and serve as Compliance Coordinator:

Title: Dr. Summer E. Stephens, Associate Superintendent  
Coordinator for Student Complaints and Compliance Coordinator  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: sstephens@gips.org  
Phone number: 308-385-5900

Title: Dr. Carrie Kolar, Chief of Human Capital Management  
Coordinator for Staff Complaints  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802

Grand Island Public Schools

Email: [ckolar@gips.org](mailto:ckolar@gips.org)

Phone number: 308-385-5900

For information regarding the Grand Island Public Schools procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy, 6205 Staff and 8505 Student, located on the GIPS web site.

### 1310.1 Administrative Procedures for Policies

1310, 1311, 6214, 6215, 6410, 6411, 7705, 8420, 8430, 8432, 8450, 8453, 8454, 8455, 8550, 8551, 8552

#### Human Rights Officer

The Grand Island Public Schools does not discriminate on the basis of race (including skin color and protective hairstyles, which could include but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps), color, religion, national origin, ethnicity, sex or gender, sexual orientation, marital status, or age in its programs and activities and provides equal access to the Boy Scouts. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Associate Superintendent for Student Services, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900

Employees and Others: Director of Human Resources, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the designated Human Rights Officer. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12<sup>th</sup> Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

The duties of the Human Rights Officers include:

- maintaining and analyzing documentation of all bullying or harassment incidents;
- regularly reviewing the effectiveness of the district's efforts to correct and prevent bullying or harassment and proposing improvements;
- regularly assessing the adequacy of training for staff, administrators, students, and parents concerning bullying or harassment and proposing improvements;
- advising and assisting other district personnel to properly handle and investigate complaints and reports of bullying or harassment;
- ensuring that top district officials are informed about bullying or harassment incidents and the adequacy of the school's response; and
- ensuring that the investigation of bullying or harassment complaints is done in an impartial manner by district personnel who are trained in the requirements of equal educational opportunity.

#### Reporting Procedures and Investigation

Any person who believes that he or she has been the victim of bullying or harassment on the basis of race (including skin color, hair texture and protective hairstyles), color, national origin, ethnicity, age, sex or gender, sexual orientation, disability, **military or veteran status**, or marital status is encouraged to immediately report the alleged act to the building principal or designated administrator within five (5) school days of the most recent incident. Any teacher or other employee of the district who knows of or receives a report of bullying or harassment shall immediately report the alleged incident. If the complaint involves the building principal or designated administrator, the complaint shall be made or filed with the Human Rights Officer. If the complaint involves the Human Rights Officer or the Superintendent of Schools, the complaint shall be made or filed directly with the School Board. The building principal, designated administrator or other responsible party contacted with a report of discrimination or harassment will cause an "Alleged Discrimination or Mistreatment Complaint Report" (attached) to be completed.

Complaints of bullying or harassment received by the building principal or designated administrator and a summary of any resolution or resolution attempts will be forwarded to the Human Rights Officer. Minor occurrences of alleged bullying, discrimination, or harassment may be resolved informally at the building level. In the event of obvious and major infractions or incomplete building resolution of a minor infraction,

the Human Rights Officer or designee will immediately undertake an investigation. The investigation may be conducted by district personnel or by a third party designated by the School District. In determining whether the alleged conduct constitutes a violation of Policy 1310, 6215, or 8455, the School District will consider all facts and circumstances concerning the alleged bullying or harassment. The School District will also consider the effect of the alleged bullying or harassment on the alleged victim and on the School District's goal of maintaining an orderly and effective educational process. The School District's obligation to undertake an investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegation is also pending or has been concluded.

The School District will respect the privacy of all persons relevant to the alleged bullying or harassment, consistent with the district's legal obligation to investigate, to take appropriate action, and to comply with any discovery or disclosure obligation. In the event that the evidence suggests that the alleged bullying or harassment is also a crime, the School District will report the results of any investigation to the appropriate law enforcement agency responsible for handling such crimes.

Upon receipt of a complaint that a violation has occurred, the School District will take prompt and appropriate formal or informal action to address and where appropriate remediate the violation. Since bullying or harassment is often subtle and incidents may be more reflective of a pattern rather than a single incident, events occurring prior to the most recent incident may also be addressed. The School District will consider a response that will most likely end the bullying or harassment and deter similar future conduct.

#### **Appeal to Superintendent**

If the complaint of bullying or harassment has not been resolved to the complainant's satisfaction at the initial reporting level within ten (10) school days after the initial complaint was made, the student, parents/guardians or district personnel who made the complaint may appeal to the Superintendent by submitting the "Alleged Discrimination or Mistreatment Complaint Form" and any relevant documents (resolution attempts, etc.) to the Superintendent. Within ten (10) school days of receiving the complaint form, the Superintendent or designee will respond in writing to the complainant. The Superintendent's decision will be final and binding.

#### **Failure to Observe Time Limits**

In the event the student, parent, guardian, or district personnel who complained of bullying or harassment fails to exhaust the remedies under the complaint procedure provided above, or to abide by the time limits with respect to each step, the complaint will be presumed to be abandoned and the matter will be settled in accordance with the School District's last response thereto. However, any time limit may be extended by written mutual agreement of the parties involved.

#### **Consequences of Violation of:**

1310, 1311, 6214, 6215, 6410, 6411, 7705, 8420, 8430, 8432, 8450, 8453, 8454, 8455, 8550, 8551, 8552

If allegations of bullying or harassment are determined to be valid, sanctions that may be imposed by the School District may include, but are not limited to, any one or more of the following:

For students—

1. Oral reprimand;
2. Written reprimand;
3. Short-term suspension - exclusion of a student from attendance in all schools within the system for a period not to exceed five school days [Neb. Rev. Stat. §79-256(4)];
4. Long-term suspension - exclusion of a student from attendance in all schools within the system for a period exceeding five school days but fewer than twenty school days [Neb. Rev. Stat. §79-256(1)];
5. Expulsion - exclusion from attendance in all schools within the system for a period not to exceed the remainder of the semester in which the offense took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the

second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year [Neb. Rev. Stat. §79-256(2) and § 79-283];

6. Long- or short-term emergency exclusion as described previously if the student's conduct presents a clear threat to the physical safety of himself/herself, or others or is so extremely disruptive to make temporary removal necessary to preserve the right of other students to pursue education [Neb. Rev. Stat. §79-264];
7. Mandatory reassignment - involuntary transfer of a student to another school in connection with disciplinary action [Neb. Rev. Stat. §79-256(3)]; and
8. Referral to appropriate authorities for prosecution.

For Employees–

1. Oral reprimand with documentation to file;
2. Written reprimand;
3. Suspension with pay;
4. Suspension without pay;
5. Termination of employment;
6. Cancellation of employment;
7. Non-renewal of employment; and
8. Referral to appropriate authorities for prosecution.

For "Third Parties" (including audiences, competitors at inter-district athletic competitions, contractors, visitors, and employees of other businesses participating in cooperative work programs)–

1. Demand of immediate corrective action;
2. Suspension or termination of relationship; and
3. Referral to appropriate authorities for prosecution

### **Confidentiality and Retaliation**

All matters involving complaints will remain confidential to the maximum extent possible, and any retaliation against individuals reporting bullying or harassment or participating in related proceedings will not be tolerated. The school district will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged bullying or sexual, racial, ethnic, or disability related harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation or hearing relating to such bullying, harassment, or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment.

### **Rights of Students Accused of Harassment**

Students accused of inappropriate behavior have certain rights to due process and fundamental fairness under the Constitution of Nebraska, the United States Constitution, and Nebraska's Student Discipline Act codified at Neb. Rev. Stat. §79-254, et seq. (Reissue 1996) and any amendments thereto. Nothing in 1310, 6215, 6410, and 8455 or this procedure shall abrogate or modify the School District's obligation to comply with the terms of said Act or any other state or federal law.

### **Rights of District Personnel Accused of Harassment**

All actions taken by the School District against district personnel under 1310, 1311, 6215, and 8455 or this procedure shall be consistent with the requirements of applicable collective bargaining agreements, as well as state and federal law.

### **Training**

The District will ensure that *all* District employees (*to include certified, classified, and administration*) are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations,

- including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
  - c. Identification of the District's designated compliance coordinators and their job responsibilities.
  - d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
  - e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
  - f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
  - g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

### **Preventive Measures**

The District will publish and distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including displaying the notice on the District's website and posting the notice at each building in the District. The District designates the Human Rights Officers to coordinate compliance with anti-discrimination laws, publish and disseminate grievance procedures, including posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources.

### **Effect of Policy and Publication**

Policies 1310, 6215, 6410, and 8455 and this procedure should not be read to abrogate other school district policies prohibiting other forms of unlawful discrimination, harassment, or other inappropriate behavior. It is the intent of the School District that all such policies be read consistently to provide the highest level of protection from unlawful discrimination or harassment in the provision of educational services and opportunities. Summaries of policies 1310, 6215, 6410, and 8455 and this procedure shall be conspicuously posted in each school that the district maintains, in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address and telephone number of the Human Rights Officer and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

Grand Island Public Schools

Reference: Boy Scouts of America Equal Access Act – January 8, 2002

01/14/2016

11/12/2020

11/11/2021

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### 1310.2 Complaint Form Discrimination, Harassment or Retaliation

The Grand Island Public School does not discriminate on the basis of sex, disability, race (including skin color and protective hairstyles, which could include but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy:

1310, 1311, 6214, 6215, 6410, 6411, 7705, 8420, 8430, 8432, 8450, 8453, 8454, 8455, 8550, 8551, 8552

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Dr. Summer E. Stephens, 123 S. Webb Road, Grand Island, NE 65502 (308) 385-5900  
sstephens@gip.org).

Employees and Others: Dr. Carrie Kolar, Chief of Human Capital Management, 123 S. Webb Road, Grand Island, NE 65502 (308) 385-5900 (ckolar@gips.org)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- (1) Description of the complaint:
  
- (2) Names of any witnesses to the matter being complained about:
  
- (3) Identify and attach any document supporting the complaint:
  
- (4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.
  
- (5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, which I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

1311 BULLYING AND HARASSMENT  
Procedures and Complaint Form attached

**I. General Statement of Policy**

It shall be the policy of the Grand Island Public Schools to prohibit any form of bullying, including harassment or violence, on the basis of race, (including skin color and protective hairstyles, which could include but are not limited to braids, locks, twists, tight coils or cornrows, Bantu knots, afros, weaves, wigs, or head wraps) color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, military or veteran status, or marital status, in all staff employment situations, academic offerings, and extra-curricular activities, including school-sponsored events away from school. Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of bullying or harassment by either staff or students will result in disciplinary action.

It shall also be a violation of district policy for any teacher, administrator, or other school staff personnel of the district to tolerate bullying or harassment because of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, military or veteran status, pregnancy, childbirth or related medical condition, marital status or other prohibited status, as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extra curricular activities, under the auspices of the school district.

For the purposes of this policy school personnel shall include Board members, employees, students, agents, volunteers, contractors, or any other persons subject to the supervision and control of the district.

The school district will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment; to promptly take action to protect individuals from further bullying or harassment; and, if it determines that bullying or harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the activity.

**II. Definitions and Examples**

*Bullying*

For the purposes of this policy, bullying consists of any ongoing pattern of physical, verbal, or electronic (“cyber-bullying”) abuse. Bullying may also include harassment on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, military or veteran status, or marital status. Supervisors who are in the process of managing employee performance, (i.e. performing observations, monitoring/checking on performance and giving feedback) is not considered bullying or harassment simply on the basis of making the employee feel uncomfortable or emotional.

*Harassment*

Harassment on the basis of race, religion, national or ethnic origin, color, marital status, disability, sex, military or veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance; or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

## GRAND ISLAND PUBLIC SCHOOLS

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

### *Sexual Harassment*

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually-motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education;
- that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or creating an intimidating, hostile or offensive employment or educational environment.

### *Sexual Orientation*

For the purposes of this policy, sexual harassment on the basis of sexual orientation is defined in the following terms:

- Gender-based discrimination is a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and nonconformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Examples of conduct, which may constitute sexual harassment, include:

- stalking;
- sexual advances;
- touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti, written material, or graphics of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- unwelcome, sexually-motivated or inappropriate patting, pinching or physical contact; or
- other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property or conduct such as a teacher's consoling hug of a young student or one student's demonstration of a sports move requiring contact with another student.

### *Disability*

For purposes of this policy, harassment, because of the disability, consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

- the harassing conduct is so severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive environment;
- the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- the harassing conduct otherwise adversely affects an individual's learning opportunities.

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Examples of conduct which may constitute harassment because of disability include:

- graffiti containing offensive language, which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors or name calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts, which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes, which is posted or circulated, and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability; or
- other kinds of aggressive conduct such as theft or damage to property, which is motivated by an individual's physical or mental disability.

### *Unlawful Harassment as a form of Discrimination in Programs or Activities that receive Federal Financial Assistance*

Harassment based on an individual's: race, color, or national origin (Title VI of the Civil Rights Act of 1964); disability in all programs or activities (Section 504 of the Rehabilitation Act of 1973); sex (Title IX of the Education Amendments of 1972); age (Age Discrimination Act of 1975); and/or discrimination on the basis of disability by public entities (Title II of the Americans with Disabilities Act of 1990) that consists of physical or verbal conduct relating to any one of these protected categories of individuals and:

- creates an intimidating, hostile, or offensive working or educational environment; or
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct that may constitute such unlawful harassment include:

- graffiti containing racially offensive language;
- name calling jokes or rumors based on an individual's race, color, national origin, age, sex, or disability;
- physical acts of aggression against a person or his property because of that person's race, color, national origin, age, sex, or disability;
- Hostile acts that are based on an individual's race, color, national origin, age, sex, or disability and/or;
- written or graphic material which is posted electronically or circulated and which intimidates or threatens individuals based on their race, color, national origin, age, sex, or disability.

Because of the potential misuse of electronic media, photo, or video material in violation of this policy, the use of any electronic media, photographic, or video equipment without expressed administrative consent is prohibited.

References: Title IX, Education Amendments of 1972  
Title VI of the Civil Rights Act of 1964, as amended  
Age Discrimination in Employment Act of 1975  
Section 504 of the Rehabilitation Act of 1973  
Title II, Americans with Disabilities Act of 1990  
Civil Rights Act of 1991  
42 U.S.C. §§ 2000e et seq. (1994).  
29 C.F.R. Pt. 1604.11 (1996).

Policy Adopted: 04/10/2008

Policy Revised: 05/14/2009

Policy Revised: 10/13/2011

## GRAND ISLAND PUBLIC SCHOOLS

Policy Revised: 05/14/2015 – Public Hearing  
Policy Reviewed: 05/12/2016 – Public Hearing  
Policy Revised: 10/11/2018  
Policy Revised: 11/12/2020  
Policy Revised: ??/??/????

**The** Grand Island Public Schools does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. The GIPS Board of Education designates the following individuals to serve as GIPS Title IX Coordinators for students and staff and serve as Compliance Coordinator:

Title: Dr. Summer E. Stephens, Associate Superintendent  
Coordinator for Student Complaints and Compliance Coordinator  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: [sstephens@gips.org](mailto:sstephens@gips.org)  
Phone number: 308-385-5900

Title: Dr. Carrie Kolar, Chief of Human Capital Management  
Coordinator for Staff Complaints  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: [ckolar@gips.org](mailto:ckolar@gips.org)  
Phone number: 308-385-5900

For information regarding the Grand Island Public Schools procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy, 6205 Staff and 8505 Student, located on the GIPS web site.

### 1311.1 Administrative Procedures

#### Human Rights Officer

The Grand Island Public Schools does not discriminate on the basis of race (including skin color and protective hairstyles, which could include but are not limited to braids, locks, twists, tight coils, or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps), color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, military or veteran status, pregnancy, childbirth or related medical condition, marital status or other prohibited status, in its programs and activities and provides equal access to ~~the Boy Scouts Scouting America~~. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Associate Superintendent ~~for Student Services~~, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900

Employees and Others: ~~Director of Human Resources~~ Chief of Human Capital Management, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the designated Human Rights Officer. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12<sup>th</sup> Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

The duties of the Human Rights Officers include:

- maintaining and analyzing documentation of all bullying or harassment incidents;
- regularly reviewing the effectiveness of the district's efforts to correct and prevent bullying or harassment and proposing improvements;
- regularly assessing the adequacy of training for staff, administrators, students, and parents concerning bullying or harassment and proposing improvements;
- advising and assisting other district personnel to properly handle and investigate complaints and reports of bullying or harassment;
- ensuring that top district officials are informed about bullying or harassment incidents and the adequacy of the school's response; and
- ensuring that the investigation of bullying or harassment complaints is done in an impartial manner by district personnel who are trained in the requirements of equal educational opportunity.

#### Reporting Procedures and Investigation

Any person who believes that he or she has been the victim of bullying or harassment on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, military or veteran status, pregnancy, childbirth or related medical condition, marital status or other prohibited status is encouraged to immediately report the alleged act to the building principal or designated administrator within five (5) school days of the most recent incident. Any teacher or other employee of the district who knows of or receives a report of bullying or harassment shall immediately report the alleged incident. If the complaint involves the building principal or designated administrator, the complaint shall be made or filed with the Human Rights Officer. If the complaint involves the Human Rights Officer or the Superintendent of Schools, the complaint shall be made or filed directly with the School Board. The building principal, designated administrator or other responsible party contacted with a report of discrimination or harassment will cause an "Alleged Discrimination or Mistreatment Complaint Report" (attached) to be completed.

Complaints of bullying or harassment received by the building principal or designated administrator and a summary of any resolution or resolution attempts will be forwarded to the Human Rights Officer. Minor occurrences of alleged bullying, discrimination, or harassment may be resolved informally at the building

## GRAND ISLAND PUBLIC SCHOOLS

level. In the event of obvious and major infractions or incomplete building resolution of a minor infraction, the Human Rights Officer or designee will immediately undertake an investigation. The investigation may be conducted by district personnel or by a third party designated by the School District. In determining whether the alleged conduct constitutes a violation of Policy 1310, 6215, or 8455, the School District will consider all facts and circumstances concerning the alleged bullying or harassment. The School District will also consider the effect of the alleged bullying or harassment on the alleged victim and on the School District's goal of maintaining an orderly and effective educational process. The School District's obligation to undertake an investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegation is also pending or has been concluded.

The School District will respect the privacy of all persons relevant to the alleged bullying or harassment, consistent with the district's legal obligation to investigate, to take appropriate action, and to comply with any discovery or disclosure obligation. In the event that the evidence suggests that the alleged bullying or harassment is also a crime, the School District will report the results of any investigation to the appropriate law enforcement agency responsible for handling such crimes.

Upon receipt of a complaint that a violation has occurred, the School District will take prompt and appropriate formal or informal action to address and where appropriate remediate the violation. Since bullying or harassment is often subtle and incidents may be more reflective of a pattern rather than a single incident, events occurring prior to the most recent incident may also be addressed. The School District will consider a response that will most likely end the bullying or harassment and deter similar future conduct.

### **Appeal to Superintendent**

If the complaint of bullying or harassment has not been resolved to the complainant's satisfaction at the initial reporting level within ten (10) school days after the initial complaint was made, the student, parents/guardians or district personnel who made the complaint may appeal to the Superintendent by submitting the "Alleged Discrimination or Mistreatment Complaint Form" and any relevant documents (resolution attempts, etc.) to the Superintendent. Within ten (10) school days of receiving the complaint form, the Superintendent or designee will respond in writing to the complainant. The Superintendent's decision will be final and binding.

### **Failure To Observe Time Limits**

In the event the student, parent, guardian, or district personnel who complained of bullying or harassment fails to exhaust the remedies under the complaint procedure provided above, or to abide by the time limits with respect to each step, the complaint will be presumed to be abandoned and the matter will be settled in accordance with the School District's last response thereto. However, any time limit may be extended by written mutual agreement of the parties involved.

### **Consequences of Violation of:**

1310, 1311, 6214, 6215, 6410, 6411, 7705, 8420, 8430, 8432, 8450, 8453, 8454, 8455, 8550, 8551, 8552

If allegations of bullying or harassment are determined to be valid, sanctions that may be imposed by the School District may include, but are not limited to, any one or more of the following:

For Employees—

1. Oral reprimand with documentation to file;
2. Written reprimand;
3. Suspension with pay;
4. Suspension without pay;
5. Termination of employment;
6. Cancellation of employment;
7. Non-renewal of employment; and
8. Referral to appropriate authorities for prosecution.

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For "Third Parties" (including audiences, competitors at inter-district athletic competitions, contractors, visitors, and employees of other businesses participating in cooperative work programs)–

1. Demand for immediate corrective action;
2. Suspension or termination of relationship; and
3. Referral to appropriate authorities for prosecution

### **Confidentiality and Retaliation**

All matters involving complaints will remain confidential to the maximum extent possible, and any retaliation against individuals reporting bullying or harassment or participating in related proceedings will not be tolerated. The school district will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged bullying or sexual, racial, ethnic, or disability-related harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation or hearing relating to such bullying, harassment, or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment.

### **Rights of Students Accused of Harassment**

Students accused of inappropriate behavior have certain rights to due process and fundamental fairness under the Constitution of Nebraska, the United States Constitution, and Nebraska's Student Discipline Act codified at Neb. Rev. Stat. §79-254, et seq. (Reissue 1996) and any amendments thereto. Nothing in 1310, 6215, 6410, and 8455 or this procedure shall abrogate or modify the School District's obligation to comply with the terms of said Act or any other state or federal law.

### **Rights of District Personnel Accused of Harassment**

All actions taken by the School District against district personnel under 1310, 1311, 6215, and 8455 or this procedure shall be consistent with the requirements of applicable collective bargaining agreements, as well as state and federal law.

### **Training**

The District will ensure that *all* District employees (*to include certified, classified, and administration*) are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.

## GRAND ISLAND PUBLIC SCHOOLS

- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

### **Preventive Measures**

The District will publish and distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including displaying the notice on the District's website and posting the notice at each building in the District. The District designates the Human Rights Officers to coordinate compliance with anti-discrimination laws, publish and disseminate grievance procedures, including posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources.

### **Effect of Policy and Publication**

Policies and this procedure should not be read to abrogate other school district policies prohibiting other forms of unlawful discrimination, harassment, or other inappropriate behavior. It is the intent of the School District that all such policies be read consistently to provide the highest level of protection from unlawful discrimination or harassment in the provision of educational services and opportunities. Summaries of policies and this procedure shall be conspicuously posted in each school that the district maintains, in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address and telephone number of the Human Rights Officer and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

Reference: Boy Scouts of America Equal Access Act – January 8, 2002

Complaint form attached

**1311.2 Complaint Form Discrimination, Harassment or Retaliation**

The Grand Island Public School does not discriminate on the basis of sex, disability, race (including skin color and protective hairstyles, which could include but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to ~~the Boy Scouts Scouting America~~ and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy:

1310, 1311, 6214, 6215, 6410, 6411, 7705, 8420, 8430, 8432, 8450, 8453, 8454, 8455, 8550, 8551, 8552

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Dr. Summer E. Stephens, 123 S. Webb Road, Grand Island, NE 65502 (308) 385-5900  
sstephens@gip.org).

Employees and Others: Dr. Carrie Kolar, Chief of Human Capital Management, 123 S. Webb Road, Grand Island, NE 65502 (308) 385-5900 (ckolar@gips.org)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- (1) Description of the complaint:
  
- (2) Names of any witnesses to the matter being complained about:
  
- (3) Identify and attach any document supporting the complaint:
  
- (4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.
  
- (5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, which I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

11/12/2020  
??/??/????

## 4417 CAPITAL ASSET MANAGEMENT

### INTRODUCTION

Capital assets have a major impact on the quality of the District's ability to educate students. The purpose of this policy is to provide guidelines to help the District make better capital asset investment and management decisions.

### CAPITAL IMPROVEMENT PLAN (CIP) SCOPE

Annually District staff shall develop a long-range capital improvement plan that describes and prioritizes the major capital projects that the District intends to undertake in both the near and long term.

- A. Definition of a capital project.** For the purposes of the CIP the definition of a capital project is a project with a useful life of at least 3-5 years and a cost of at least ~~\$5,000~~ **\$10,000**.
- B. Link to needs assessments.** Projects in the CIP, with minor and occasional exceptions, should be based on needs assessments conducted to determine the benefit of the asset relative to its potential cost.

### ROLES IN THE CIP PROCESS

The Director of Buildings and Grounds, is responsible for coordinating the CIP process and compiling the CIP document. Other key roles include:

- A. Review of Capital Project Proposals.** The Chief Financial Officer will coordinate a capital project review process within the annual budget calendar.
- B. Capital Financing.** The Business Office will work with the Director of Buildings and Grounds to develop a capital financing strategy to support the CIP.
- C. Approval of the CIP.** The Board shall review and approve the final CIP annually.

### CIP PROJECT IDENTIFICATION

Annually, District staff will propose projects for potential inclusion in the CIP, using a procedure developed by the Director of Buildings and grounds. At minimum, this procedure shall provide for the following:

- A. Long-term operating and maintenance costs.** A proposal will identify the cost to operate and maintain the asset over the lifecycle of the asset.
- B. Anticipated source of funding.** A proposal shall describe where the funding to acquire the asset and to operate and maintain the asset is expected to come from.
- C. Proposed timing of the project.** A proposal will identify the proposed schedule for planning, bidding, construction, and other relevant milestones in acquiring the asset.

### CIP PROJECT SELECTION

The Director of Buildings and Grounds will develop a procedure to assess and evaluate project proposals. The principles and practices that should be reflected in the selection process include:

- A. Long-term forecasts.** Long-term forecasts should be prepared to better understand the resources available for capital spending and to assess operational impacts and eventual replacement costs.
- B. Impact on other projects.** Projects should not be considered in isolation. One project's impact on others should be recognized and costs shared between projects where appropriate.
- C. Allow for funding of preliminary activities.** A policy should recognize that, for some projects, it may be wise to fund only preliminary engineering/planning before committing to funding the whole project. However, even these expenditures can be considerable, so should be evaluated and prioritized appropriately.
- D. Full Consideration of Operating and Maintenance Costs.** Adequate resources should be identified to operate and maintain an asset before allocating resources to build the new asset.
- E. Full lifecycle costing.** Analysis of the cost of a proposed project should encompass the entire life of the asset, from planning and acquisition to disposal.

- F. Predictable project timing and scope.** Schedule and scope estimates should be practical and achievable within the requested financial and human resources.

### **BALANCED CIP**

The CIP Plan is a balanced five-year plan. This means that for the entire five-year period, revenues will be equal to projected expenditures in the CIP. It is possible that the plan will have more expenditures than revenues in any single year of the Plan (with the exception of the first year of the plan which is intended to become an appropriation plan for the District). However, over the life of the five-year plan all expenditures will be provided for with identified revenues. Staff may record, on an appended document, projects that are deemed important but cannot fit into a balanced CIP. The Board may choose to examine the unfunded projects and defund an existing project in favor of another.

### **CIP FUNDING STRATEGY**

The District may elect to use debt financing to acquire an asset, or pay-as-you-go (i.e., cash financing). Guidelines are provided below to guide the District in making the best choice between debt and pay-as-you-go financing.

- A.** Factors which favor pay-as-you-go financing include circumstances where:
  - 1. The project can be adequately funded from available current revenues and fund balances (reserves);
  - 2. The project can be completed in an acceptable time frame given the available revenues;
  - 3. Additional debt levels could adversely affect the District's credit rating or repayment sources; or,
  - 4. Market conditions are unstable or suggest difficulties in marketing a debt.
- B.** Factors which favor long-term debt financing include circumstances where:
  - 1. Revenues available for debt issues are considered sufficient and reliable so that long-term financing can be marketed with an appropriate credit rating, which can be maintained;
  - 2. Market conditions present favorable interest rates and demand for District debt financing;
  - 3. A project is mandated by state or federal government and current revenues or fund balances are insufficient to pay project costs;
  - 4. A project is immediately required to meet or relieve capacity needs and existing un-programmed cash reserves are insufficient to pay project costs; or,
  - 5. The life of the project or asset financed is five years or longer.
  - 6. The capital project or asset lends itself to debt financing rather than pay-as-you-go funding based on the expected useful life of the project and based on the District's ability to pay debt service.

### **CAPITAL BUDGET**

Each year the Director of Buildings and Grounds and the Chief Financial Officer will develop a capital budget which will be the spending plan for capital. The first year of the adopted capital improvement plan will be an important input into the capital budget for the fiscal year.

### **CAPITAL PROJECT MANAGEMENT**

Good management of capital projects is essential to create the best value for taxpayers through capital spending. The following policies shall be observed in order to help ensure the best project management possible.

- A. Project manager.** Every CIP project will have a project manager who will prepare the project proposal, develop a project budget and cash flow forecast prior to project commencement, ensure that required phases are completed on schedule, authorize all project expenditures, monitor project cash flows, ensure that all regulations and laws are observed, and periodically report project status.
- B. Regular progress reviews.** Regular capital project and program reviews are to be

conducted to monitor existing project performance. Each project manager must actively manage each project and will provide regular reports on the physical and financial status of each project to the superintendent.

- C. **Limits on amendments.** For an appropriated capital project, the total cost of the project, including all change orders, shall not exceed the amount of appropriation. All amendments shall be reviewed and evaluated by the Facilities and Finance Committee. Each project manager must manage capital projects within certain time and cost constraints. If an amendment is necessary, proper documentation explaining why the amendment should be presented to the Facilities and Finance Committee and the Board of Education for final approval.

#### **ESTABLISHMENT OF AN ASSET INVENTORY**

District staff shall develop a comprehensive asset inventory that projects equipment replacement and maintenance needs for the next five years and will update this projection annually. The asset inventory will describe the current condition of the District's assets compared to an established standards for asset condition, account for the complete cost to maintain assets up to standard condition over their lifecycle, and account for risks associated with assets that are below condition standards. Departments shall have responsibility for inventorying and assessing the assets within their purview, and ensuring that it reconciles with Department of Finance's capital asset records.

#### **PRIORITIZATION OF ASSET MAINTENANCE AND REPLACMEN**

It is the policy of the District to maintain its assets at a level that protects capital investment and minimizes future maintenance and replacement costs. Based on an asset inventory, risk assessment staff shall develop and recommend to the Board a prioritized asset maintenance spending plan for each year.

#### **FUNDING OF ASSET MAINTENANCE**

It is the District's policy to ensure that adequate resources are allocated to preserve the District's existing assets to the best of its ability before targeting resources to build new facilities or acquire additional assets that also have operating and maintenance obligations. This policy addresses the need to protect the District's historical investment in capital assets. It helps the District to avoid embarking on an asset enhancement program, which when coupled with the existing asset requirements, the District cannot afford to adequately maintain.

#### **MODIFICATION TO POLICY**

This policy and its provisions will be reviewed annually by the Board of Education Facilities and Finance Committee. The Committee may approve minor changes of a housekeeping or corrective nature, or on advice of counsel, that conflict with federal or state laws or regulations. Significant policy changes will be presented to the Board for confirmation.

BOE Facilities and Finance Committee Review – Tuesday, November 3, 2020

Policy Adopted: 02/11/2021

Policy Revised: ??/??/????

## 5321 SAFE DRIVING RECORD STANDARD FOR DRIVERS

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608  
Neb. Rev. Stat. Sec. 60-4,182 (point system)  
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Policy Adopted: ??/??/????

5330 FOSTER CARE STUDENT TRANSPORTATION

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

**Students to be Transported**

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

**School of Origin**

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

**Costs**

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

**Oversight, Implementation, and Administration**

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Policy Adopted: ???/??/????

6215 BULLYING AND HARASSMENT (Staff)

**I. General Statement of Policy**

It shall be the policy of ~~the~~ Grand Island Public Schools to prohibit any form of bullying, including harassment or violence, on the basis of race (~~including skin color and protective hairstyles, which could include but not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps~~), color, religion, national origin, ethnicity, ~~military or veteran status~~, age, sex or gender, sexual orientation, disability, or marital status, in all staff employment situations, academic offerings, and extra-curricular activities, including school-sponsored events away from school. Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of bullying or harassment by either staff or students will result in disciplinary action.

It shall also be a violation of district policy for any teacher, administrator, or other school personnel of this district to tolerate bullying or harassment because of race (~~including skin color, hair texture and protective hairstyles including braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, and head wraps~~), color, religion, national origin, ethnicity, ~~military or veteran status~~, age, sex or gender, sexual orientation, disability, or marital status, as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school district.

For the purposes of this policy school personnel shall include Board members, employees, students, agents, volunteers, contractors, or any other persons subject to the supervision and control of the district.

The school district will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment; to promptly take action to protect individuals from further bullying or harassment; and, if it determines that bullying or harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the activity.

**II. Definitions and Examples**

*Bullying*

For the purposes of this policy, bullying consists of any ongoing pattern of physical, verbal, or electronic (“cyber-bullying”) abuse. Bullying may also include harassment on the basis of race (~~including skin color, hair texture and protective hairstyles include but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, and head wraps~~), color, religion, national origin, ethnicity, ~~military or veteran status~~, age, sex or gender, sexual orientation, disability, or marital status.

*Sexual Harassment*

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually-motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education;
- that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or creating an intimidating, hostile or offensive employment or educational environment.

*Sexual Orientation*

For the purposes of this policy, sexual harassment on the basis of sexual orientation is defined in the following terms:

- Gender-based discrimination is a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender

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expression, and nonconformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Examples of conduct, which may constitute sexual harassment, include:

- stalking;
- sexual advances;
- touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti, written material, or graphics of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- unwelcome, sexually-motivated or inappropriate patting, pinching or physical contact; or
- other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property or conduct such as a teacher's consoling hug of a young student or one student's demonstration of a sports move requiring contact with another student.

### *Disability*

For purposes of this policy, harassment, because of the disability, consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

- the harassing conduct is so severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive environment;
- the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of disability include:

- graffiti containing offensive language, which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors or name calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts, which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes, which is posted or circulated, and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability; or
- other kinds of aggressive conduct such as theft or damage to property, which is motivated by an individual's physical or mental disability.

### *Unlawful Harassment as a form of Discrimination in Programs or Activities that receive Federal Financial Assistance*

Harassment based on an individual's: race (~~including skin color, hair texture and protective hairstyles including braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, and head wraps~~), color, or national origin (Title VI of the Civil Rights Act of 1964); disability in all programs or activities (Section 504

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of the Rehabilitation Act of 1973); sex (Title IX of the Education Amendments of 1972); age (Age Discrimination Act of 1975); **military or veteran status**, and/or discrimination on the basis of disability by public entities (Title II of the Americans with Disabilities Act of 1990) that consists of physical or verbal conduct relating to any one of these protected categories of individuals and:

- creates an intimidating, hostile, or offensive working or educational environment; or
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct that may constitute such unlawful harassment include:

- graffiti containing racially offensive language;
- name calling jokes or rumors based on an individual's race, color, national origin, age, sex, or disability;
- physical acts of aggression against a person or his property because of that person's race, color, national origin, age, sex, or disability;
- Hostile acts that are based on an individual's race, color, national origin, age, sex, or disability and/or;
- written or graphic material which is posted electronically or circulated and which intimidates or threatens individuals based on their race, color, national origin, age, sex, or disability.

Because of the potential misuse of electronic media, photo, or video material in violation of this policy, the use of any electronic media, photographic, or video equipment without expressed administrative consent is prohibited.

On or before September 1, 2009, each school will have in place a program or information regarding bullying/harassment prevention and education.

References: *Title IX, Education Amendments of 1972*  
*Title VI of the Civil Rights Act of 1964, as amended*  
*Age Discrimination in Employment Act of 1975*  
*Section 504 of the Rehabilitation Act of 1973*  
*Title II, Americans with Disabilities Act of 1990*  
*Civil Rights Act of 1991*  
*Ne. Rev. Stat. 79-267 (2010)*

Policy Adopted: 04/10/2008  
Policy Revised: 05/14/2009  
Policy Revised: 10/13/2011  
Policy Revised: 01/14/2016  
Policy Revised: 11/12/2020  
Policy Revised: 11/11/2021  
**Policy Revised: ???/??/????**

*Refer to 1310 for 1310.1 Administrative Procedures and the 1310.2 Complaint Form*

**The** Grand Island Public Schools does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. The GIPS Board of Education designates the following individuals to serve as GIPS Title IX Coordinators for students and staff and serve as Compliance Coordinator:

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Title: Dr. Summer E. Stephens, Associate Superintendent  
Coordinator for Student Complaints and Compliance Coordinator  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: sstephens@gips.org  
Phone number: 308-385-5900

Title: Dr. Carrie Kolar, Chief of Human Capital Management  
Coordinator for Staff Complaints  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: ckolar@gips.org  
Phone number: 308-385-5900

For information regarding the Grand Island Public Schools procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy, 6205 Staff and 8505 Student, located on the GIPS web site.

6233 DRUG FREE SCHOOL AND COMMUNITY (Staff)

It is the policy of the Grand Island Public Schools to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure compliance with laws relating to drugs and alcohol, including: the Drug-Free Schools and Communities Act of 1989 and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

**Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive **development** of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the workplace or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the workplace or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

**Section 2 Alcohol and Drug Testing**

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, the Moving Ahead for Progress in the 21<sup>st</sup> Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion,

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random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707  
49 U.S.C. §§5331(b) and 31306; 49 CFR Part 382

Policy Adopted: 08/13/1990  
Policy Revised: 01/11/1993  
Policy Revised: 03/11/2004  
Policy Revised: 02/11/2016  
Policy Revised: 11/10/2022  
Policy Reviewed: ??/??/????

**~~6233.1 Administrative Procedures for Policy 6233~~**

- ~~1.—All staff will receive a copy of this policy.~~
- ~~2.—Staff will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy Code 6233), and further acknowledging that serious sanctions can and will be taken against an employee, including termination of employment and referral for prosecution, for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, 34 C.F.R., Part 86, the Drug-Free Schools and Communities Act, as amended, NEB. REV. STAT. 48-1901-48-1910 (1998) and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may put the District's receipt of federal funds in jeopardy.~~
- ~~3.—In the event staff does not understand the terms and conditions of this policy, it shall be the duty of the staff member to ask for such points of clarification of the Superintendent of Schools or designee at the time this policy is distributed to the staff member. If no question is directed by staff to the Superintendent of Schools or designee, it shall be the legal position of the District to presume that staff has understood and will abide by this policy.~~
- ~~4.—The Grand Island Public Schools may require staff to be tested upon reasonable suspicion, for the use of controlled substances or alcohol in violation of this policy. Reasonable suspicion shall include, but not be limited to, specific observations of the appearance, behavior, speech, body odors or reliable reports from third parties that an employee is in violation of this policy. Refusal to submit to the test or testing positive for drugs or alcohol will result in disciplinary action up to and including termination of employment as provided herein below at Paragraph 7.~~
- ~~5.—Testing Procedures:
  - ~~a.—Preliminary screening for non-prescription drug and alcohol use shall be conducted in a medically-accepted manner. In the event that any such preliminary screening shall indicate the presence of non-prescription drugs consisting of a substance chemical or compound as described, defined or delineated in NEB. REV. STAT. §§28-405 and 28-419 or any metabolite or conjugated form thereof, the preliminary screening sample shall be subject to further testing by gas chromatography mass spectrometry or other scientific testing technique which has been or may be approved by the Nebraska Department of Health. Likewise, in the event that any such preliminary screening shall indicate the presence of alcohol, the preliminary screening shall be subject to further testing by either (a) gas chromatography with a flame ionization detector or other scientific testing approved by the Nebraska Department of Health or (b) breath testing device complying with applicable rules and regulation of the Nebraska Department of Health operated by a person who has obtained or been issued a permit in accordance with applicable rules and regulation by the Nebraska Department of Health. With the exception of confirmatory breath test utilizing a breath testing device, all confirmatory tests shall be performed by a clinic, hospital, or laboratory which is licensed pursuant to the federal Clinical Laboratories Improvement Act of 1967, 42 U.S.C. 263a.~~
  - ~~b.—All body fluid specimens which results in a finding of non-prescription drug or alcohol presence shall be refrigerated and preserved in a sufficient quantity for retesting for a period of at least one hundred eighty (180) days from the date of collection and a written record of the chain of custody of the specimen shall be maintained from the time of collection.~~
  - ~~c.—The Grand Island Public Schools shall not release or disclose the test results of any employee to the public, except to the extent required by law or to the employee upon such employee's request. Such test results will be reviewed only by such officers, agents or staff of the District as may be involved in the retention, disciplining or firing of employees.~~~~

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- ~~6. In the event of any non-compliance by any staff with this policy, it shall be the duty of the Superintendent of Schools or designee to inform any staff not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to staff within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such staff member. The Superintendent or designee shall maintain a list of such available services and shall from time to time update such a list.~~
- ~~7. Sanctions which may be taken against staff for non-compliance with this policy may be any one or more of the following:
  - ~~1. an oral reprimand~~
  - ~~2. a written reprimand/suspension with pay~~
  - ~~3. suspension without pay~~
  - ~~4. termination of employment~~
  - ~~5. cancellation of employment~~
  - ~~6. non-renewal of employment~~
  - ~~7. referral to appropriate authorities for criminal prosecution~~
  - ~~8. mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.~~
  - ~~9. mandatory enrollment in any training programs that are or may be provided by the District or others relating to any of the activities prohibited by this policy.~~~~
- ~~8. Disciplinary action sought to be imposed by the Superintendent or designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any staff beyond that required by law and the manner in which each case shall be handled shall be in the sole discretion of the Superintendent or designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.~~
- ~~9. Conviction of staff of the District of any criminal statute relating to the unlawful use, possession, or distribution of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, any staff convicted as above described may be disciplined in any manner provided by statute, the contract of staff, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.~~
- ~~10. The use of legal drugs (over the counter or prescription medication) in accordance with doctor's orders of manufacturer's recommendations is not prohibited. Excessive use or abuse of such drugs shall be considered use of illegal or illicit drugs under this policy. If use of legal drugs in accordance with doctor's orders or manufacturer's recommendations may impair the staff member's ability to safely and effectively perform his/her job, the staff member must notify his/her supervisor so that any necessary arrangement to protect safety and productivity can be made. Failure to properly inform the supervisor or to cooperate in any necessary arrangements to protect safety and productivity will result in disciplinary action.~~
- ~~11. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against staff as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or designee may require the staff member to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or designee may require the staff member to provide the Superintendent or designee written documentation satisfactory to the Superintendent or designee that the staff member has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or designee in their sole discretion may require the staff member to enroll such aftercare program and to participate in a manner satisfactory to the provider of such~~

~~aftercare program. The Superintendent or designee may require staff to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or designee. The Superintendent or designee may require ongoing reporting of such participation as a term and condition of continuing employment by such staff at the District.~~

~~12. It shall be the policy of the District to require staff who have been charged or convicted of a violation of any federal, state, or local statute regarding illegal or illicit drugs or alcohol-related offenses to report such charge or conviction to the Superintendent or designee. Any information received pursuant to this policy may be used in any lawful manner. Any staff having concerns about an admission thereunder constituting self-incrimination shall bear the burden of seeking his or her own legal advice regarding any such potential self-incrimination.~~

### ~~Reasonable Cause Drug Testing~~

~~1. The Grand Island Public Schools may require any staff (including temporary and substitute staff) to be tested upon reasonable suspicion for use of controlled substances or alcohol in violation of Policy 6233.~~

~~2. Reasonable Suspicion shall include but not be limited to, specific observations of the appearance, behavior, speech, body odors or reliable reports from third parties that an employee is in violation of this policy.~~

~~3. Staff of the District, who become aware or concerned about another staff being impaired on the job by alcohol or drugs, should immediately report their concerns to their immediate supervisor, who will in turn report the information to the administrator who is responsible for the staff in question. This administrator will notify the Executive Director for Human Services immediately.~~

~~4. The responsible administrator will complete the Manager's Checklist for Identifying Potential Substance Abuse/Impairment. This checklist will be completed by any combination of immediate past performance, current performance and personal observation and conversation between the suspected employee and the administrator. The administrator will have a witness present who is trained in the District's Reasonable Cause Drug Testing procedure. This witness could be another administrator, a school nurse, a guidance counselor, school resource officer, Executive Director for Human Services, an Assistant Superintendent or the Superintendent. The completed Manager's Checklist for Identifying Potential Substance Abuse/Impairment form should be reviewed with the Executive Director for Human Services (or Assistant Superintendent or Superintendent) to determine whether to have the employee drug tested.~~

~~5. Once the District has determined reasonable suspicion of impairment from drugs or alcohol exists, the staff member will be asked to submit to a drug test at the district's drug testing facility, currently identified as the Saint Francis Medical Center Pathology Department, 2620 West Faidley Avenue. The administrator should make arrangements for staff to be transported to the testing facility.~~

~~Acceptable methods of transportation include:~~

~~a. Calling a family member (or other contact person) to provide transportation~~

~~b. Calling a taxi cab (at the staff member's expense) for transportation~~

~~c. Providing transportation by the Administrator or another responsible District staff member.~~

~~6. If the staff refuses the offer of transportation and demands to drive themselves, the administrator should discourage them. If staff becomes belligerent or if they present a danger to themselves or others, contact the police. If staff refuses the administrator's attempts to provide transportation, the administrator should not attempt to physically restrain the staff member. The administrator should document the staff member's actions. The administrator should also call the SFMC Pathology Department to alert them to the impending drug test.~~

~~7. Refusal to submit to the test or testing positive for drugs or alcohol will result in disciplinary action up to and including termination of employment.~~

**Statistical Report of Violations**

~~It shall be the policy of the Grand Island Public Schools to require the Superintendent of Schools to keep a statistical report of all violations of the District's policies and programs prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol by students and staff on the school district's property or as a part of any other of the District's activities. The Superintendent or designee shall at least annually provide a report to the Board of Education consisting of at least the following:~~

- ~~1. The date and nature of any incidents of non-compliance with the District's policies pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol by students or staff.~~
- ~~2. The nature of any sanction carried out against any such person in violation of such policies.~~
- ~~3. A brief description of any treatment, counseling, or rehabilitation that any such individual in violation of any such policy shall have undertaken and whether such undertaking was voluntary or involuntary.~~

**Review of Program**

~~It shall be the policy of Grand Island Public Schools to review biennially its entire program pertaining to the prevention of the use of illicit drugs and the abuse of alcohol by students and staff to determine the effectiveness of the program and to implement such changes to the program as are deemed needed.~~

~~The Superintendent shall undertake such study as is deemed appropriate to determine whether the program of the District as here in above referred to is accomplishing its intended goals. If the Superintendent determines that changes are necessary or desirable in the program, the Superintendent shall, on or before the regular July meeting of the Board of Education, present to the Board of Education such changes as are proposed by the administration in the program of the District.~~

~~THE GRAND ISLAND PUBLIC SCHOOLS SHALL NOT BE RESPONSIBLE FOR ANY EXPENSES INCURRED OR SERVICES RENDERED IN DRUG AND ALCOHOL COUNSELING REHABILITATION AND RE-ENTRY PROGRAMS.~~

**Drug-Free School and Community Policy**

Acknowledgment of understanding and receipt of Board standards and policies prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol on the school premises or as a part of any of the school's activities.

I, the undersigned, do by affixing my signature hereto acknowledge that I understand the absolute prohibition of the District against any staff of the District engaging in unlawful possession, use, distribution, or being under the influence of illicit drugs and alcohol on the school premises or as a part of any of the school's activities as defined by board policy or administrative directive. I further understand by affixing my signature hereto that disciplinary sanctions up to and including termination of my employment and referral of me for criminal prosecution may be imposed upon me for any violation of these standards. I further agree to be bound by these standards and acknowledge that I have been fully notified and that all policies have been explained to my satisfaction and full understanding by appropriate school personnel. I further understand that compliance with these standards is mandatory and is a material term and condition of my employment by the District.

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Signature of Staff

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Date

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**6233.2 Guidelines**

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:  
FEDERAL REGULATIONS, GRAND ISLAND PUBLIC SCHOOLS' COMPLIANCE POLICIES AND  
PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, Grand Island Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

**(A) The persons designated by the Grand Island Public Schools to answer employee questions about these materials are:**

Superintendent of Schools  
Chief Human Capital Management

**(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:**

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

**(C) The term "safety-sensitive functions" means:**

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

**(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

1. **Alcohol concentration.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**  
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**  
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**  
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**

No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. **Refusal to submit to a required alcohol or controlled substances test.**  
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**  
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

**(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

**1. Pre-employment testing.**

Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

**2. Post-accident testing.**

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
  - (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
  - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b)
  - (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.
  - (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

**3. Random testing.**

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.

(d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

**4. Reasonable suspicion testing.**

(a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).

(b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

(i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or

(ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

**5. Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

**6. Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

**(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:**

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

**(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.**

**(H) A "refusal to submit" to an alcohol or controlled substance test includes:**

*Refuse to submit* (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

**The consequences for refusing to submit to an alcohol or controlled substances test are as follows:** A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

- (I) **The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:** The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

- (J) **The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include:** Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

- (K) **Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected.** Information will be made available by the counselor to employees upon request.

- (L) **The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:**

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;
- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
  - (A) On duty alcohol use;
  - (B) Pre-duty alcohol use;
  - (C) Alcohol use following an accident; and

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(D) Controlled substance use;

(v) A substance abuse professional report of the successful completion of the return-to-duty process;

(vi) A negative return-to-duty test; and

(vii) An employer's report of completion of follow-up testing.

Legal Reference: 49 CFR§382.601(b)(12).

Policy Revised: 11/10/2022

Policy Revised: ??/??/????

7460 PROGRAMS FOR GIFTED LEARNERS

~~The~~ Grand Island Public Schools is committed to an educational program that recognizes, identifies, and serves the unique needs of gifted learners. Gifted Learners are those who demonstrate outstanding levels of aptitude (defined as an exceptional intellectual ability to reason and learn) or competence (documented performance or achievement) in areas of academic intellect, and who require accelerated or differentiated curriculum and support in order to develop those capabilities fully. Consistent with district philosophy, ~~the~~ Grand Island Public Schools shall establish programs to identify and provide educational opportunities ~~Gifted Learners~~ in an integrated continuum of services provided, to the extent possible, at the students' school of regular attendance.

~~The superintendent, or designee, shall develop a written identification process for identifying Gifted Learners in grades K-12. Gifted Learners will be identified based on academic area(s) of strength and monitored through the Response to Intervention (RTI) process.~~

The Superintendent or designee shall develop and implement such criteria to identify high ability learners, and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

~~A written plan that identifies programs or services to be provided to address the assessed needs of identified students shall be similarly developed. The plan shall include:~~

- ~~• the district's philosophy on educational service to gifted learners;~~
- ~~• the district's operational definition of a gifted learner;~~
- ~~• goals and objectives of the program;~~
- ~~• a description of the programming services, options and strategies to be provided under this plan;~~
- ~~• yearly evaluation procedures to allow for input from parents, educators, students, and community members;~~
- ~~• staff development training and support provided within the plan; and~~
- ~~• an outline of program management.~~

Legal Reference:           Neb. Statute 79-1106 et seq.  
                                  NDE Rule 3

Policy Adopted: 07/071980  
Policy Revised: 07/12/2001  
Policy Revised: 07/11/2019  
Policy Revised: ??/??/????

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## 8220 ADMISSION OF RESIDENT STUDENTS

All students, ages five to eighteen, whose parents or legal guardians reside in the Grand Island Public Schools shall be admitted to the public schools without payment of tuition. Any student shall also be admitted to the district upon request without paying tuition if at least one of the student's parents resides in the school district. Proof of residency or legal guardianship may be required by the school administration, and resident status may be terminated by relocation of parents or guardians outside the district.

Students shall attend the school in the attendance district in which they reside. Reassignment may be made by the superintendent or designee based on the capacity of the class, grade level, or program needed by the student.

Elementary capacities will be based upon class/program guidelines:

Pre Kindergarten:	20 students/session
Kindergarten and 1st:	19-23/class
2 <sup>nd</sup> to 3 <sup>rd</sup> :	21-25/class
4 <sup>th</sup> to 5 <sup>th</sup> :	23-27/class

Secondary capacities will be based on these guidelines:

6 <sup>th</sup> to 8 <sup>th</sup> :	27-30/class
9 <sup>th</sup> to 12 <sup>th</sup> :	27-30/class

The Board of Education reserves the right to alter capacity standards based upon unique conditions at the individual attendance centers. The above capacity standards are not meant to define individual class size or the point at which an additional classroom or teacher is required.

Capacity for Special Education and EL programs will be determined by appropriate administrative personnel and based on student number and specific needs of students participating.

### Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district, in its sole and absolute discretion upon a proper application, approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

### Military Families

If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

Legal Reference: Neb. Statute 79-215

Policy Adopted: 11/03/1980

Policy Revised: 05/04/1998

Policy Revised: 09/09/2010

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Policy Reviewed: 01/12/2012

Policy Revised: 05/10/2012

Policy Revised: 03/13/2017

Policy Revised: 11/10/2022

Policy Revised: 02/08/2024

Policy Revised: ??/??/???

8340 PART TIME ENROLLMENT

Students must be enrolled in the Grand Island Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in Grand Island Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1<sup>st</sup> preceding the school year the student wishes to enroll.
  - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be

## GRAND ISLAND PUBLIC SCHOOLS

- educationally appropriate.
    - b. **High School Course Exception:** The application deadline for a student who desires to enroll in a second semester high school course is December 1<sup>st</sup>.
  - 3. **Action on Applications.** The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
  - 4. **Appeals.** The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
  - 5. **Annual Applications.** Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.
- B. **Non-Public School Student Admission**
- 1. **Admission Requirements.** Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
  - 2. **Admission Process.** Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.
- C. **Non-Public School Student Enrollment Standards**
- 1. **Maximum Enrollment.** Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
  - 2. **Capacity Limits.** Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will ordinarily not be available for non-public school students.
  - 3. **Integrated Courses.** Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.

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4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, Non-public school students may select their courses.

### D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for

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example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. **Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law.** The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in **any the semester in which the student participates in an extracurricular activity**. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. §79-2,136 and §79-526  
Title 92, Nebraska Administrative Code, Chapter 10

Policy Adopted: 01/11/1993  
Policy Revised: 02/09/2012  
Policy Revised: 10/12/2017  
Policy Revised: 08/10/2023  
Policy Revised: ??/??/????

## 8430 STUDENT ~~APPEARANCE~~ DRESS CODE AND GROOMING

~~The~~ Grand Island Public School District is dedicated to celebrating the diverse racial and religious backgrounds of our students. The school district supports students' rights to express themselves through their attire. The purpose of this policy is to facilitate and encourage an inclusive and positive learning environment while complying with any applicable health and safety law, rule, regulations or ordinance.

~~The~~ Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The responsibility for the appearance of the students in the Grand Island Public Schools rests with the parents and students. Apparel must comply with the health and safety codes and not interfere with the educational process. Apparel will be tolerated only to the point of compromising safety or, based on the training and expertise of district officials, communicating an intimidating, hostile, threatening, obscene, or similar detriment to the educational environment or rights of other students to receive their education, including when any apparel causes or is reasonably likely to cause a material and substantial disruption. Apparel that advocates tolerance for or advertises controlled or illegal products or substances, promotes gang-related affiliation or activity, or in any other way causes or is likely to cause disruption will not be permitted unless required by law. This policy applies to student appearance during the school day and to after school events when disruptive to the event. The Superintendent designates the building administrator, teacher, coach, and/or sponsor to address any disruption to the school or event environment concerning appropriate apparel during school and before/after school events.

Grand Island Public Schools attire guidelines exist to recognize that our schools and community partners require a more respectful attire than what is sometimes worn ~~on social media and in the community~~ outside of Grand Island Public Schools. ~~These guidelines are also created to allow students to honor cultural and religious holdings.~~ Respectful guidelines include but are not limited to:

- All students must be covered from mid-thigh to top of chest in clothing that covers all undergarments.
- Items that cover the head, neck, or face are not permitted - other than district required mask, approved religious attire, or protective hair coverings. ~~specific to policy 8455~~
- For grades 6-12, school issued ID must be made visible on the upper torso
- ~~Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel.~~
- ~~Students are permitted to wear natural and protective hairstyles (which could include but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps).~~
- ~~Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion.~~
- ~~The school bullying policy remains in effect and should be consulted where clothing or attire may be an issue.~~
- ~~Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The District reserves the right to request immediate attire changes from students.~~

All students, parents, and staff are responsible for implementation of the attire guidelines in Grand Island Public Schools. Students violating the attire guidelines will be asked to change their clothing before continuing in school. Students participating in extracurricular activities will follow coach or sponsor clothing guidelines.

If a student violates the policy ~~on a repeated basis (3 or more violations),~~ the student shall be subject to such consequences as ~~are~~ determined ~~to be appropriate~~ by the school administrator(s) in light of the particular situation. ~~Consequences may include, but are not limited to, detention, in-school suspension, out-of-school suspension, and expulsion.~~

Legal Reference:

Neb Statute 79-526

Cross Reference:

[8431 Body Piercing, Jewelry, and Tattoos](#)

[8432 Unsponsored Organizations or Gang Activities](#)

[8455 BULLYING AND HARASSMENT \(Students\)](#)

Policy Adopted: 11/03/1980  
Policy Reviewed: 05/05/1997  
Policy Revised: 04/12/2011  
Policy Revised: 12/12/2019  
Policy Revised: 11/12/2020  
Policy Revised: 03/14/2022  
Policy Revised: ??/??/????

~~The~~ Grand Island Public Schools does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. The GIPS Board of Education designates the following individuals to serve as GIPS Title IX Coordinators for students and staff and serve as Compliance Coordinator:

Title: Dr. Summer E. Stephens, Associate Superintendent  
Coordinator for Student Complaints and Compliance Coordinator  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: sstephens@gips.org  
Phone number: 308-385-5900

Title: Dr. Carrie Kolar, Chief of Human Capital Management  
Coordinator for Staff Complaints  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: ckolar@gips.org  
Phone number: 308-385-5900

For information regarding the Grand Island Public Schools procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy, 6205 Staff and 8505 Student, located on the GIPS web site.

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8450 STUDENT DISCIPLINE

Realizing that appropriate discipline varies from situation to situation, ~~the~~ Grand Island Public Schools recognizes that discipline in the school is extremely important to the school program. Discipline should be positive rather than negative in nature. Discipline should foster student growth while assuring an acceptable environment in which to learn. Discipline should be considered a means of teaching and as such disciplinary efforts should be as positive as is practical. Giving credit or recognition for appropriate behavior, setting appropriate examples for students, application of conditions for learning, counseling, and involvement of parents are to be expected. Measures such as exclusion from classes or from the educational setting are to be used only as last alternatives.

Any disciplinary action will be applied fairly and consistently regardless of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, pregnancy, childbirth or related medical condition, marital status or other prohibited status. Disciplinary action will not conflict with provisions of the Individuals with Disabilities Education Act (IDEA).

References:     59 Fed. Reg. 11448 et seq. 1994  
                  Policy 1310–NON-DISCRIMINATION  
                  Policy 8470-WEAPONS IN SCHOOLS  
                  Policy 8420-STUDENT DUE PROCESS RIGHTS  
                  Student Discipline Act §79-259 through §79-294

Legal Reference:     Neb. Rev. Stat. Sections 79-254 to 79-296  
                          Neb. Rev. Stat. Section 79-2,160LB

Guidelines attached - 8450.1–Administrative Guidelines for 8450

Policy Adopted: 11/03/1980  
Policy Revised: 12/01/1997  
Policy Revised: 09/13/2012  
Policy Revised: 01/10/2019  
Policy Revised: 11/12/2020  
Policy Revised: 05/13/2021  
Policy Revised: 10/13/2022  
Policy Revised: ??/??/????

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Coordinator for Staff Complaints

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Office address:

Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802

Email: [ckolar@gips.org](mailto:ckolar@gips.org)

Phone number: 308-385-5900

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8450.1 Administrative Guidelines for 8450

The following is a table describing possible offenses, legal and policy references, and a range of possible consequences. This information should be used as guidance in making decisions with regard to disciplinary actions. This list is not all inclusive and infractions that are indicated might be interpreted in a wide variety of ways. The goal of the table is to provide a measure of consistency in application of consequences from incident to incident and from administrator to administrator. Each infraction carries a minimal consequence for a first and/or minor violation. The maximal consequence should be applied only when the severity or frequency of the violations warrant such application. All behavior incidents must be documented and coded appropriately in the GIPS student information system. All schools in GIPS will follow the GIPS Threat Assessment Guidance and Protocols. Further guidance may be provided by referring to Grand Island School Board Policies 8453–*Student Suspension, Expulsion, and Mandatory Reassignment* and 8470–*Weapons in School*.

**ACTION**

<b>Violations</b>	<b>Minimum</b>	<b>Maximum</b>
Alcohol (law, violations: possession use, sale)	Parent Conference/Short-term Suspension Could include request for drug/alcohol test and/or consultation upon return to school GIPS Intervention Program (Vaping)	Long-term Suspension; Expulsion Mandatory Reassignment; Request for drug/alcohol test upon return to school Criminal Prosecution
Arson (Setting a fire)	Parent Conference/Short-term Suspension Referral to SRO	Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Bullying	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension
Bus Violation #1	Verbal Reprimand Parent Conference Detention	Verbal Reprimand Parent Conference Detention Loss of Bus Privilege (Short-term)
Bus Violation #2	Verbal Reprimand Parent Conference Detention Loss of Bus Privilege (Short-term)	Verbal Reprimand Parent Conference Detention Loss of Bus Privilege (Long-term)
Cheating Minor	Student/Teacher Conference Parent Contact by Teacher Loss of Privilege by Teacher	Student conference Parent Contact Detention/Loss of privilege
Disorderly Conduct	Verbal Reprimand Parent Conference	In-School/Short-term Suspension Long-term Suspension
Disruption- Minor	Student/Teacher Conference Parent Contact by Teacher Loss of Privilege by Teacher	Student conference Parent Contact Detention/Loss of privilege

GRAND ISLAND PUBLIC SCHOOLS

<p>Student Appearance Violation (No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.)</p>	<p>Classroom managed interaction - document minor incident in Synergy</p> <p>First Office visit - Student conference/parent contact document minor incident in Synergy</p>	<p>Second Office visit - ½ day ISS w/parent contact document <b>MAJOR</b> incident in Synergy</p> <p>Third Office visit - 1 day OSS w/parent conference document <b>MAJOR</b> incident in Synergy</p> <p>Fourth Office visit - principal's discretion beyond 1 day of OSS document <b>MAJOR</b> incident in Synergy</p>
<p>Drug Paraphernalia</p>	<p>Short-term Suspension Request for drug/alcohol test upon return to school Referral to SRO GIPS Intervention Program</p>	<p>Long-term Suspension Mandatory Reassignment Request for drug/alcohol test upon return to school Criminal Prosecution</p>
<p>Drug Possession</p>	<p>Short-term Suspension Request for drug/alcohol test upon return to school Referral to SRO GIPS Intervention Program</p>	<p>Long-term Suspension Mandatory Reassignment Request for drug/alcohol test upon return to school Criminal Prosecution</p>
<p>Drug Sale</p>	<p>Short-term Suspension Request for drug/alcohol test upon return to school Referral to SRO GIPS Intervention Program</p>	<p>Long-term Suspension Mandatory Reassignment Request for drug/alcohol test upon return to school Criminal Prosecution</p>
<p>Drug Use</p>	<p>Short-term Suspension Request for drug/alcohol test upon return to school Referral to SRO GIPS Intervention Program</p>	<p>Long-term Suspension Mandatory Reassignment Request for drug/alcohol test upon return to school Criminal Prosecution</p>
<p>Elopement</p>	<p>Student Conference Parent Contact Loss of Privilege/Detention</p>	<p>Parent Conference Detention In-School Suspension</p>
<p>Failure to Follow Instructions Major</p>	<p>Student/Teacher/Principal Conference Parent Contact by Principal Loss of Privilege by Principal</p>	<p>Parent/Student Conference In-School Suspension Loss of Privilege</p>
<p>Failure to Follow Instructions-Minor</p>	<p>Student/Teacher Conference Parent Contact by Teacher Loss of Privilege by Teacher</p>	<p>Student Conference Parent Contact Detention/Loss of privilege</p>
<p>Gang Activity</p>	<p>Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment</p>	<p>Threat Assessment Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution</p>
<p>Gang Related Threats</p>	<p>Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension</p>	<p>Threat Assessment Long-term Suspension Expulsion</p>

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	Threat Assessment	Mandatory Reassignment Criminal Prosecution
Gang Related Violence	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Threat Assessment Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Harassment or Bullying- Disability	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Harassment or Bullying - Race, Color, National Origin	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Harassment or Bullying- Religion	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Harassment or Bullying- Sex	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Harassment or Bullying- Sexual Orientation	Parent Conference/Verbal Reprimand Parent Conference/Short-term Suspension Threat Assessment	Short-term Suspension Threat Assessment  Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Homework- Minor	Student conference Parent Conference Loss of privilege	Student conference Parent conference Detention ISS
Homicide	Criminal Prosecution	Criminal Prosecution
Inappropriate Language	Verbal Reprimand Parent Conference	Parent Conference Detention ISS
Inappropriate Language-	Student/Teacher conference	Student/Principal conference

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Minor		Detention
Inappropriate Use of Medication	Student conference Parent Conference Loss of privilege Detention ISS	Student conference Parent conference Detention ISS OSS
Inappropriate Use of Technology	Student/Principal Conference Parent Contact by Principal/Teacher Loss of Technology Privilege	Parent/Student Conference Loss of Technology Privilege, Multiple days ISS
Inappropriate Use of Technology- MINOR	Student/Teacher Conference Parent Contact by Teacher Loss of Technology Privilege- Teacher	
Inappropriate Use of Technology- Personal Device (PHONE)- Major (4th Offense)	Student given ISS Student given short term OSS	Student given short term OSS Student given long term OSS
Inappropriate Use of Technology-Personal Device (Phone) MINOR	Teacher addresses in class Teacher takes phone and returns it at the end of the period	Teacher takes phone and gives it to the office First time student picks it up at the end of the day – document MAJOR incident; Second time – parent contact – document MAJOR incident Third time parent conference and parent takes phone Fourth time – document MAJOR insubordination – 1 day OSS Fifth time – document MAJOR insubordination – individual student/parent plan
Kidnapping (Abduction)	Criminal Prosecution	Criminal Prosecution
Knife with blade length <= 3.5 inches	Parent Conference/Detention Short-term Suspension/ Threat Assessment	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Knife with blade length >=3.5 inches	Parent Conference/Short-term Suspension/ Threat Assessment	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Nicotine/Tobacco (Possession or Use)	Parent Conference/Short-term Suspension Could include request for drug/alcohol test and/or consultation upon return to school GIPS Intervention Program (Vaping)	Long-term Suspension Mandatory Reassignment Request for drug/alcohol test upon return to school Criminal Prosecution

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Obscene/Lewd/Public Indecency Behavior (Includes "deep fakes" or other computer generated images.)	Parent Conference ISS Short-term Suspension	Short-term Suspension Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution
Other Offenses (eg Forgery, Extortion)	Verbal Reprimand Parent Conference Detention/Short-term Suspension	Short-term Suspension Long-term Suspension Criminal Prosecution
Physical Altercation, Minor (Pushing, Shoving)	Student Conference/Parent Contact Detention	Detention In-School Suspension
Physical attack or fight with a weapon (firearm or explosive device)	Parent Conference/Short-term Suspension/ Threat Assessment Expulsion (Firearm)	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Physical attack or fight with a weapon	Parent Conference/Short-term Suspension/ Threat Assessment Expulsion (Firearm)	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Physical attack or fight without a weapon	Parent Conference/Detentions/Short-term Suspension Parent Conference/Long-term Suspension Threat Assessment	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Possession of a firearm or explosive device	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Rape or Attempted Rape	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Refusal to Work- MINOR	Oral Redirect Student Conference Detention	Detention Parent Conference Student Contract
Robbery with a firearm or explosive device	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Robbery with a weapon	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment

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	Criminal Prosecution	Criminal Prosecution
Robbery without a weapon	In School Suspension Short-term Suspension Threat Assessment	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
School Threat (Threat of Destruction or Harm)	Student conference Parent Conference Detention Threat Assessment ISS/Short-term Suspension	Parent conference Threat Assessment ISS/Short-term Suspension OSS/Long-term suspension
Sexual Assault, other than Rape	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Skipping- MINOR	Verbal Redirect Student Conference Detention	Detention Parent Conference Student Contract
Substance Abuse Intervention	Parent Conference/Short-term Suspension Could include request for drug/alcohol test and/or consultation upon return to school GIPS Intervention Program (Vaping)	Long-term Suspension Mandatory Reassignment Request for drug/alcohol test upon return to school Criminal Prosecution
Tardy-MINOR	Verbal Redirect Student Conference Detention	Detention Parent Conference Student Contract
Theft (Stealing Personal or Other Property)	Parent Conference Short Term Suspension Long-term Suspension	Short-term Suspension Long-term Suspension Expulsion/Criminal Prosecution
Threats- Electronic/Cyber	Parent Conference/Short-term Suspension/ISS Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension
Threats- Physical	Parent Conference/Short-term Suspension/ISS Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension
Threats- Verbal	Parent Conference/Short-term Suspension/ISS Threat Assessment	Short-term Suspension Threat Assessment Long-term Suspension
Threats of physical attack with a firearm or explosive device	Parent Conference/Short-term Suspension/ Threat Assessment Expulsion (Firearm)	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution

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Threats of physical attack with a weapon	Parent Conference/Short-term Suspension/ISS Threat Assessment Expulsion (Firearm)	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Threats of physical attack without a weapon	Parent Conference/Short-term Suspension/ISS Threat Assessment Expulsion (Firearm)	Long-term Suspension Expulsion Threat Assessment Mandatory Reassignment Criminal Prosecution
Trespassing (Unlawful or Unauthorized Presence)	Student Conference Parent Conference Detention ISS/Short-term Suspension	Parent Conference Short-term Suspension Long-term Suspension Referral to SRO
Truancy/Skipping	Verbal Reprimand Parent Conference Detention	Second Offense - ½ day ISS w/parent contact document <b>MAJOR</b> incident in Synergy Third Office visit - 1 day OSS w/parent conference document <b>MAJOR</b> incident in Synergy Fourth Office visit - principal's discretion beyond 1 day of OSS document <b>MAJOR</b> incident in Synergy
Vandalism (Damage to School or Personal Property)	Parent Conference/Short-term Suspension - pay for damages	Long-term Suspension Expulsion Mandatory Reassignment Criminal Prosecution Pay for damages
Verbal Altercation- MINOR	Verbal Redirect Student Conference Detention	Detention Parent Conference Student Contract
Violation of School Rules (Disobeying School Policy)	Student Conference Parent Conference Detention ISS/Short-term Suspension	Parent Conference Short-term Suspension Long-term Suspension

Policy Revised: 10/13/2022

Policy Revised: ??/??/????

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8452 BEHAVIORAL INTERVENTION & CLASSROOM MANAGEMENT

I. PURPOSE:

Grand Island Public Schools is committed to creating a learning environment where every individual is valued, respected, and supported. Grounded in Nebr. Rev. Stat. 79-262.01, this policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

II. GENERAL PRINCIPLES

As part of the school district commitment, the district is implementing a tiered system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. This approach is guided by Sound Infrastructure and Shared Leadership, Layered Continuum of Support, Data-Based Decision-Making and Communication and Collaboration. This policy does not replace the Student Discipline Act when behaviors warrant action under that Act.

III. STANDARDS

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level

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Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring, structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home
<b>Tier 3: Intensive, Individualized Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

IV. ADDRESSING DYSREGULATED BEHAVIOR AND CLASSROOM REMOVAL:

This policy provides a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff while supporting the student in developing self-regulation skills and reintegrating into the classroom.

1. Criteria for Removal
  - a. Safety Concerns: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
  - b. Disruption to Learning: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
  - c. Attempted Interventions: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.
2. Procedure for Removal
  - a. Behavior Documentation: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior is essential.
  - b. Safe Transition: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
  - c. Notification: Parents/guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.
3. Post-Removal Actions
  - a. Restorative Meeting: A meeting involving the student, parents/guardians, teacher, and administrator is scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
  - b. Behavior Support Plan (if needed): For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.
4. Transition Back to the Classroom
  - a. Reintegration Plan: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
  - b. Ongoing Support and Monitoring: Follow-up meetings with the student, teacher, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
  - c. Focus on Positive Growth: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

V. COMMUNICATION & COLLABORATION

- Family Engagement: Families are seen as partners in addressing the student's behavior and supporting reintegration. Schools provide clear and transparent communication about the incident, the plan for return, and available resources.
- Interdisciplinary Team Support: Collaboration between general education, special education, school psychologist, behavior specialists, school counselors, and social workers ensures all supports align with the student's needs and strengths.

VI. REQUIRED BEHAVIORAL AWARENESS AND INTERVENTION TRAINING:

- A. Grand Island Public Schools, independently or through the educational service unit, will develop and provide behavioral awareness and intervention training to employees with behavioral management responsibilities.
- B. Such training must be consistent with the model policy developed by the State Department of Education.
- C. Behavioral awareness and intervention training must be provided by the school district or the educational service unit to which the school district belongs.

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- D. The length of such training will be at least 1 hour every three years.
- E. Behavioral awareness training must include, but not be limited to, evidence-based training on a continuum that includes:
  - 1. Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma.
  - 2. Positive behavior supports and proactive teaching strategies, including, but not limited to, expectations and boundaries.
  - 3. Verbal intervention and de-escalation techniques.
  - 4. Access to a registry of local mental health and counseling resources.
  - 5. Incorporation of the requirements for the Behavioral Awareness Point of Contact (BAPC) in accordance with 79-3603 that includes:
    - a. Each school building must designate one or more school employees as a BAPC.
    - b. Each BAPC must have knowledge of community services providers and other resources available for students and families.
    - c. Each BAPC must coordinate access to support services for students; and
    - d. The school district must indicate BAPC for such school district on the website of the school district and in any school directory of the school that BAPC serves.
    - e. Each employee with behavior management responsibilities must complete the behavioral awareness and intervention training during the 2026-27 school year or during the first year of employment with the district.

VII. MONITORING AND REVIEW:

The school district regularly reviews and updates this policy to ensure its effectiveness and compliance with 79-262.01. Feedback from students, parents, staff, and administrators are considered in the review process.

This policy must be included with any notifications required under the Student Discipline Act.

Cross-References: § 79-262.01

Policy Adopted: ??/??/????

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8650 PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities is a privilege extended to students by ~~the~~ Grand Island Public Schools. This participation is open to all students and shall be governed by the rules and regulations of the Nebraska Schools Activities Association. **The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.**

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

The primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must demonstrate evidence of sincere effort toward scholastic achievement.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association (NSAA).

Students in high school must be enrolled in at least 20 credit hours in the semester of participation and have passed at least 20 semester hours the previous semester, as per NSAA rules.

All rules regarding participation in extra-curricular activities, clubs, and not sanctioned activities will be included in the Student/Parent Handbook. In the event any restrictions of participation develop, the procedures utilized will follow appropriate constraints of procedural due process.

Legal Reference: NDE Rule 10.004.02C  
Nebraska School Activities Association Middle Level Activities Bylaws, Article 9

Policy Adopted: 11/03/1980  
Policy Revised: 04/09/2015  
Policy Revised: 08/13/2020  
**Policy Revised: ??/??/????**

See 8560.1 Participation in Activities Guidelines (attached)  
See **GIPS Student and Parent Consent Form**/Stays on File with GIPS

8650.1 Participation in Activities Guidelines

The Grand Island Public Schools (GIPS) hold students involved in activities to a higher standard, as they represent not only themselves, but their school and community. GIPS expects all athletes and activity participants to be drug, alcohol, and tobacco free, and to understand that it is a privilege to be involved in school activities. The following applies to all school activity participants.

A lifestyle free from the influence of drugs and alcohol is a responsible and healthy choice. Decisions related to this issue are extremely important and do have a direct correlation with student success. Students, parents, and the school all share responsibilities in the development of these important student choices. The Grand Island Public Schools continue to endorse and support a lifestyle for students that is free from the influence of alcohol, drugs, and tobacco. When students choose to use alcohol, drugs, and/or tobacco, their levels of performance are diminished. GIPS has established rules and consequences, with an emphasis on a program of education and support to foster a chemical-free lifestyle.

**Procedure for Rule Violation**

The student shall not be involved with drugs, alcohol, or tobacco. Whenever a student is representing GISH in an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, drugs, alcohol, or tobacco (with exceptions as outlined by state statutes 53-168.06, 53-180.2). Students shall not buy, sell, or give away drug, alcohol, or tobacco products, or look-alikes. It is not a violation for a student to be in possession of or use a controlled substance specifically prescribed for the student by their doctor. Consequences will be documented regardless of the student's attendance center. Methods for verification of rule violation include: a) Ticketed by the police for drug/alcohol/tobacco related offense; b) Admission by the student involved; c) Violation witnessed by school personnel; d) Other evidence that the rule violation took place.

In the event that this policy is violated, the following process shall be initiated:

- 1) The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident. A student who "self-reports" will have an impact on consequences.
- 2) Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
- 3) The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
- 4) The building principal shall issue a consequence.
- 5) This decision is final and binding on all parties. Appeals to the decision remain at the building administrative level.

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be required to receive support from a school approved drug/alcohol/tobacco support program and may be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend, but not participate, at a scheduled performance/event.

**Consequences**

Consequences for drug, alcohol, and tobacco violations are as follows:

**First Violation** – A five (5) day or less suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school;

**Second Violation** – A seven (7) day or less suspension from school activities. In addition, the student will be required to show evidence that they have received counseling from a professional outside of the school (i.e. Central Nebraska Council on Alcohol and Addictions, drug and alcohol counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a drug/alcohol evaluation before they can participate in an activity;

**Third Violation** – Fourteen (14) day or less suspension from school activities and the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the chemical dependency program prior to reinstatement of the student.

## **Changes to Student Handbook for 2025-2026 (August Additions)**

**Key:** Page # - type revision needed (Please note that after these revisions we may need to update the Table of Contents page numbers)

### **Page 10-Adult Meal/Milk Prices**

Adult Breakfast: \$3.00

Adult Lunch: \$5.10

### **Page 12–14 8312 Excessive Absenteeism–**

In the third paragraph, Change to: Our district’s goal is to strive for 90% of our students in Grand Island Public Schools to be present 95% of the school days. The district supports all students and families as they work through various challenges that make attending school difficult at times and ask families to take advantage of these supports and be part of the process.

Students who accumulate 17 absences not listed as Exempt are deemed as “Chronically Absent.” Students who accumulate Twenty (20) absences not listed as Exempt shall be deemed to have “Excessive Absences.” After a fifth absence, school staff will communicate with families about the importance of attending school regularly and employ various strategies to ensure student needs are being addressed. After the tenth absence, the school shall render all services in its power to compel the student’s attendance. These services include but are not limited to the following:...

### **Later down the page, change the paragraph to the following:**

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences and/or excessive tardies, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year or tardies adding up to twenty (20) absences. The school shall notify the child’s family in writing prior to referring the child to the county attorney. Illness (including physical or mental illness) with appropriate documentation that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

### **Page 26-Forms of School Discipline**

Add on the top of the existing language:

Realizing that appropriate discipline varies from situation to situation, Grand Island Public Schools recognizes that discipline in the school is extremely important to the school program. Discipline should be positive rather than negative in nature. Discipline should foster student growth while assuring an acceptable environment in which to learn. Discipline should be considered a means of teaching and as such disciplinary efforts should be as positive as is practical. Giving credit or recognition for appropriate behavior, setting appropriate examples for students, application of conditions for learning, counseling, and involvement of parents are to be expected. Measures such as exclusion from classes or from the educational setting are to be used only as last alternatives.

Any disciplinary action will be applied fairly and consistently regardless of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, pregnancy, childbirth or related medical condition, marital status or other prohibited status. Disciplinary action will not conflict with provisions of the Individuals with Disabilities Education Act (IDEA).

### **Page 26-Student Appearance**

Change title to Student Dress Code and Grooming

Change to reflect revised policy adopted on 8/14/2025

### **Page 27- Harassment and Bullying - Board Policy 8455**

Change title here to Bullying and Harassment - Policy 8455

Change will reflect revised policy adopted on 8/14/2025

### **Page 31 Notice of Nondiscrimination - Board Policy 1310**

Change will reflect revised policy adopted on 8/14/2025

### **Page 31 Parental Access to Educational Practices - Board Policy 9110**

Change will reflect revised policy adopted on 8/14/2025

### **Page 38 Electronic Device Voluntary Protection Plan**

The implementation of laptops and other electronic devices as a learning resource represents a huge financial commitment on the part of the district. Similar to any school property, students are financially responsible for any damages to their electronic device. In order to provide end-user protection and peace of mind, GIPS is offering a voluntary electronic device protection plan. If you choose to enroll, the financial burden of accidental damage or theft will be lessened.

The cost of the GIPS Device Protection Plan is \$10.00 and covers accidental damage and theft of your student's school issued laptop with a sliding deductible per each incident.

This year we are using our new payment system, MySchoolBucks, to provide you with a way to purchase the GIPS Device Protection Plan described on page 36 of the [Student Handbook](#).

**While the Device Protection Plan is not required, the plan is designed to offset additional financial burden to you — our families — in case of any device damage.**

For parents and staff members who use a personal email account in Synergy ParentVUE:

1. Login to ParentVUE, Select “Fine” on the left navigation.
2. If there are any fines listed, click the button labeled “Pay Fees.”
3. You will be signed into MySchoolBucks and will need to accept terms and conditions, and provide some account information.
4. Your account should automatically link your students through this process. If it does not, you can add your students manually by clicking Add Student on the left hand side.
5. From there, review outstanding invoices, add them to the cart and checkout.

Cost for Protection Plan:

The protection plan works on a yearly fee with a per-incident deductible:

GIPS Student 1 to 1 device:

Yearly Enrollment Cost = \$10

1st Incident Deductible = \$20

2nd Incident Deductible = \$40

3rd Incident Deductible = \$60

Protection plan enrollment cost and deductibles will be adjusted as needed on an annual basis. Students can enroll in the voluntary protection plan by visiting the Grand Island Senior High, Middle School Media Center, or the elementary school office. The plan is designed for 6-12 grade students, but can include students in any grade level who are taking the device home. If the student is enrolled in Virtual School at any grade level, it is highly encouraged that they participate in the plan. If there is an issue, the student should bring the device to the Media Center immediately to get a replacement while the device is being repaired, or contact the school’s Technology Assistant for assistance.

**Page 40–Academic expectations for participants (this will be added above Warning for Participants and Parents)**

Grand Island Public Schools aim to foster an environment that prioritizes academic success while encouraging active participation in extracurricular activities. Grand Island Senior High School students who participate in activities will have specific academic expectations

The following is the Grand Island Senior High School Academic Expectations:

## Academic Ineligibility Criteria

- **Academic Probation:** Students failing **two (2) or more classes** at the designated grade check will be placed on **academic probation**.
- **Ineligibility Criteria:** If failing **two (2) or more classes** after 1 week of probation, students will be **academically ineligible** for their activity(s).
- **Grade Check Frequency:** Grades will be checked **weekly**. They will be pulled on Friday at 4 PM when Academic Recovery grades are pulled. Probation or ineligibility will not start until the following Monday.
- **Ineligibility Consequences:** Ineligible students may **not compete in games, meets, or competitions**. Students will be able to practice during the week and travel if decided by the Activities office and staff.

## 2. Length of Ineligibility

- **Duration:** Ineligibility lasts for **one full week** (Monday–Sunday).
- **Continued Ineligibility:** If a student still fails two or more classes at the next grade check, ineligibility continues, and students will be required to attend ASP (After School Program).
- **Reinstatement of Eligibility:** Eligibility is reinstated when the student passes **all but one** of their courses at the next check.
  - Once an ineligible student is no longer failing two or more classes at the Friday grade check, they will become eligible the following Monday.

## 3. Responsibilities

### A. Coaches & Sponsors

- **Academic Monitoring:** Regularly monitor and support students' academic progress.
- **Communication:** Clearly communicate academic expectations and eligibility requirements to students and families.
- **Support:** Encourage the use of study halls, tutoring, and teacher assistance.
- **Enforcement:** Enforce eligibility rules and ensure ineligible students do not participate in competitions.

### B. Athletic Director's Office

- **Grade Checks:** Conduct weekly grade checks and notify coaches of ineligible students.
- **Resource Provision:** Provide academic support resources for struggling students.

- **Policy Communication:** Communicate policies with coaches, parents, and school staff.

### **C. Student-Athletes & Activity Participants**

- **Responsibility:** Take ownership of academic performance and seek help when needed.
- **Mandatory Support:** Attend all required tutoring or study sessions if ineligible.
- **Communication:** Engage with teachers to complete missing assignments and meet academic expectations.
- **Accountability:** Accept the consequences of ineligibility and actively work to regain eligibility.

## **4. Additional Provisions**

- **Academic Probation:** Students failing one class may be placed on academic probation, requiring them to attend study sessions or tutoring to prevent future ineligibility.
- **Behavioral Expectations:** Participation in athletics and activities is a privilege. Students are expected to adhere to the school's code of conduct. Failure to do so may result in suspension or removal from the team or activity.
- **Attendance Requirements:** Students must maintain regular school attendance to be eligible for participation. Unexcused absences may lead to ineligibility.
- Coaches and administrators will review any infractions.

### **Page 57 Voluntary Protections Plan**

Remove this section (up to Damaged Equipment)

### **Page 58-59 Internet Safety – Board Policy 8457**

Remove this section including Internet Safety Policy, Computer Acceptable Use Policy, and the Review of Internet Safety Policy 8457 (and references and policies below)--this is all duplicative from earlier in the student handbook.

### **Page 62-63 8505 Title IX Sexual Harassment (Student)**

Move to Page 50 ahead of the GIPS One-to-One Student/Parent Handbook (so that section will move to the end).

\*Remove all “the” in front of “The Grand Island Public Schools”



Grand Island Public Schools Foundation  
Notes for Board of Education  
8-25

**1. Welcome Back and our Teacher of the Year awards**

August 6, 2025 we will be celebrating Welcome Back and Teacher of the Year Awards. One of the Foundations favorite Program is Teacher of the Year. This past school year we asked for nominations to celebrate Teachers, staff and Administration. Ask and you shall receive. We received over 2000 PLUS nominations. That is 487 different individuals

A committee of community volunteers were tasked to read through all 2000 PLUS nominations and select one person from each of our six categories. Every year the volunteers find this task to be extremely difficult. They know that so many deserve this award, but they can only choose one per category.

Those selected 5 teachers and Staff Members will receive a certificate and a check for \$500.00.

The recipient of the Administrator Award will receive a certificate and \$1,000 of extra building or department budget authority for their administrative area.

Thank you to First National Bank of Omaha has generously sponsored our Teacher of the Year Awards for 21 years.

**2. Legacy Grant updates**

Congratulations to **Abigail Johnson**, an 8th-grade teacher at **Walnut Middle School**, who is the recipient of the Dr. Eugene Miller Legacy Grant of \$1000. The family of Dr. Gene Miller has created an annual grant fund to invest in the students of Grand Island by investing in the quality of their educators.

**Haley Koepp**, an 11th and 12th-grade English Teacher at **Grand Island Senior High**, was awarded the GIPS Foundation Professional Development Grant of \$1,000!

**Alyssa Jensen**, a 3rd-grade teacher at **Wasmer Elementary** School, was awarded the GIPS Foundation Professional Development Grant of \$1,000!

### 3. Classroom Grants

GIPS Spectacular out of the box thinking Teachers are heading back to the classrooms and we want to announce that Classroom Grant application open on August 1st! This grant is for teachers that think outside the box, looking to offer their students NEW opportunities that are outside the basic curriculum.

### 4. 3rd Annual Harvest Event

- a. Event Date September 25<sup>th</sup>, 2025
- b. Tickets now available at [gipsfoundation.org](http://gipsfoundation.org)

#### **Harvest event will include:**

Cocktails, live & silent auction, dinner, Dessert Dash,  
Mission Moment on raising funds for Scholarships: Speakers: Brian Levander,  
Heart of the Foundation Award: Honoring Dan & Ron Eakes

**Host:** Colleen Willimans

**Auctioneer:** Phil Wieck

**Dress:** Casual

**Presenting Sponsor Tom & Kim Dinsdale**